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EVALUATION REPORT

Military Adjustment Units

Ft. Bliss, Texas

and

Ft. Jackson, South Carolina

Submitted to:

Training Developments Institute
Ft. Monroe, Virginia 23651

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by

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Entry Training (IET). There are some statements in the report that are subjective and are not supported by data; however, the report is informative and could be helpful to training centers opting for the establishment of MAU.



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EXECUTIVE SUMMARY

INTRODUCTION

The Training Developments Institute, through the Scientific Services Program of Battelle Columbus Laboratories, contracted with Dr. Philip Doughty, Syracuse University, and Mr. Donald R. Robinson, Robinson & Aoki, to conduct an independent evaluation of Military Adjustment Units (MAU) at Ft. Bliss, Texas and Ft. Jackson, South Carolina. The purpose of the study was to determine the characteristics and accomplishments of those units, make recommendations for possible improvements, and assess the viability of the MAU concept for adoption/adaptation at other training centers.

THE EVALUATION PROCESS

The investigators made site visits to the two units to conduct interviews, observe and collect student data and other documentation. Followup surveys were administered to twenty-three company commanders, 221 drill sergeants, seven MAU staff members and 97 MAU trainees and graduates at Ft. Jackson. Ft. Bliss declined participation in the survey.

CONCLUSIONS

The MAUs at Ft. Bliss and Ft. Jackson process approximately 500 and 1600 trainees per year respectively (based on FY 1980 data).

The MAU at Ft. Bliss recommends approximately 50% of their trainees for continuation of training. The rate at Ft. Jackson is approximately 88%.

Training units at Ft. Bliss continue approximately 46% of their MAU referrals in training after completion of the MAU, slightly less than the percentage recommended. At Ft. Jackson, training units follow the MAU

recommendation in almost every instance.

The rate of success in completing BT and/or AIT after completing MAU training is approximately 73% of those returned to training at Ft. Jackson. No data were available on this matter at Ft. Bliss.

Problems being encountered by the MAUs that inhibit optimum achievement of the mission are as follows. (Based on interviews at both locations and surveys administered at Ft. Jackson)

1. The MAU has a relatively poor image with the training units.

Virtually all training unit personnel believe that they have the problem and that something should be done about it. But a significant number do not believe in the MAU concept and fewer believe that the present MAUs are doing an effective job.

On the other hand, MAU staff members believe in what they are doing and believe that they are doing a good job of it.

Drill sergeants previously assigned to the MAU and returning to drill sergeant duty believe that the experience made them better drill sergeants.

MAU trainees are basically positive about the MAU.

2. The views held by training unit personnel cause fewer trainees to be referred to the MAU than might be otherwise.
3. Some trainees who are inappropriate to the MAU mission are referred to the MAU. This is attributable to: 1) possible misdiagnosis and referral by the training unit, 2) use of the MAU for non-MAU purposes, e.g., getting rid of "losers" and improving the unit performance record.

4. The MAU at times accepts trainees who are inappropriate to the unit mission. Possible reasons are: 1) trainee problems that are more in the domain of BSEP are causally related to accompanying problems that are MAU-related, e.g., poor attitudes, low self-image, etc. and 2) political considerations of the possible impact of referral rejection on the attitude of the referring unit.

Additional areas for possible concern are as follows:

1. There is the possibility that better problem diagnosis and solving skills on the part of training unit personnel might reduce the need for referral to the MAU and might reduce the incidences of inappropriate referrals.
2. There is the possibility that some of the POI content is seriously irrelevant to the needs and problems of trainees.
3. It is possible that local policies on the timing of referrals may adversely affect the attitudes of training unit personnel and may allow problems to go untreated so long as to be more difficult to treat.

RECOMMENDATIONS

Major recommendations for possible improvements in overall MAU achievement and MAU methodology include the following.

1. Provide problem/cause identification and solution training for training unit personnel to improve their diagnostic abilities, their ability to deal with and solve the less serious problems,

and their skill in following up on MAU efforts when trainees return to the unit to continue training.

2. Increase meaningful contact between the MAU and training units to improve the MAU image and increase overall effectiveness in dealing with and solving trainee problems.
3. Study the possible need for more thorough, formal training for MAU staff in the skills for which they may not have had prior training.
4. Analyze the nature of problems dealt with by the MAU and create a classification scheme that may be used to improve the diagnostic process and the relevance of intervention strategies.
5. Evaluate the usefulness of MAU feedback to the training units with a view toward improving the quality and effectiveness of that feedback.
6. Provide for formal evaluation of MAU processes as the basis for identifying and remedying any possible deficiencies.

Regarding the MAU as a possible viable concept for adoption/adaptation by other training centers, this appears to be a worthwhile consideration. The interested center should 1) study the nature and seriousness of the local problem, 2) assess the relative cost of implementing vs. not implementing a MAU unit and, if the possible benefits are deemed valuable, take benefit of existing MAU experiences in creating the MAU when implementing a similar organization.

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1.0 INTRODUCTION TO THE STUDY

1.1 The Sponsors and the Investigators: The Training Developments Institute (TDI), through the Scientific Services Program of Battelle Columbus Laboratories, contracted for a study of the U. S. Army Military Adjustment Units (MAU). The principal investigators were Dr. Philip Doughty, Syracuse University, and Mr. Donald R. Robinson, Robinson & Aoki, Garden Grove, CA.

1.2 Purpose of the Study: The purpose of the study was to provide 1) a descriptive summary of the characteristics of the MAU units in existence and their target populations, 2) recommendations for possible means for improving MAU effectiveness and efficiency and 3) recommendations for cost-effective implementation of new MAU units at other training centers opting to install such units.

1.3 Approach to the Study: The investigators met initially with the Contracting Officer's Technical Representative (COTR), Mr. William Wilson, and his alternate, Major Jeffrey Nelson, at TDI to be briefed on the concept of the MAU and the purposes of the study, and to develop and gain approval of a preliminary design for the study.

The study design was presented to and approved by TDI. It established the purposes of the study, identified data requirements and tentatively identified the methods and instruments to be used to collect the data. Specific evaluation questions to be answered were later detailed and are incorporated in Section 10, CONCLUSIONS AND RECOMMENDATIONS.

The design called for on-site visits to existing MAU units at Ft. Bliss, Texas and Ft. Jackson, South Carolina, sites of existing MAUs. Data collection methods included interviews, observations, surveys and review of program and student-achievement documentation. Major categories of data to be collected included the following:

- o The MAU mission
- o Target population, including numbers assigned, criteria for referral/acceptance and success in 1) completing the MAU curriculum and 2) completing basic and/or advanced training after the MAU experience
- o Organization, facilities, staffing and products and processes
- o Perceptions of the MAU and its mission, processes and results held by personnel in any way connected with the MAU

1.4 Investigative Procedures: The investigators made the plan-site visits, to Ft. Bliss on May 6 and 7 and Ft. Jackson on May 26 - 28, 1981. A summary of the activities during those visits follows:

- o Interview of all MAU staff at both locations, collectively and individually at Ft. Bliss and individually at Ft. Jackson.
- o Interviews of other personnel related to or associated with the MAU as follows:
 - Bliss:
 - o Chief, Mental Health
 - o BSEP supervisor and staff
 - o Three battery commanders
 - o Three drill sergeants
 - Jackson:
 - o NCOIC, Mental Health
 - o Four company commanders
 - o Four drill sergeants
- o Interviews of four MAU graduates and trainees, each location

Additional activities included observation of MAU training sessions, review and collection of MAU procedures, guidelines and other documentation and collection of student data available.

Additional data were collected subsequently via surveys of unit commanders and drill sergeants, MAU staff and MAU trainees. These surveys were not responded to by Ft. Bliss personnel. Responses from Ft. Jackson were

- o Unit Commanders - 23
- o Drill Sergeants - 221
- o MAU Staff - 7
- o Current and Recent MAU Trainees - 97

1.5 Organization of the Report: The balance of this report describes the findings of the study. Sections 2 through 8 deal with the MAU mission, clientele, accomplishments and program characteristics and procedures in a relatively straightforward, objective manner, without judgment or recommendations. Conclusions about the findings and associated recommendations are reserved for the final section, Section 10, Findings and Recommendations.

2.0 THE MAU MISSION

The mission of the Military adjustment Unit (MAU) is specified in TRADOC guidelines and supplemented by local directives and procedures.

2.1 TRADOC Guidelines: TRADOC guidance provided to units wishing to establish and operate a Military Adjustment Unit specifies that the unit is:

" . . . to provide supplementary training for trainees experiencing motivational, discipline or other military adjustment problems, but who demonstrate the potential to become effective soldiers."

Those guidelines specifically prohibit use of the MAU in lieu of retraining or reinforcement training in the training unit, handling of BSEP-I students or soldiers awaiting administrative action (discharge, security clearance or assignment), or for physical conditioning.

2.2 Local MAU Mission Statements: The purposes of the two existing MAU units at Forts Bliss and Jackson are stated in the same fashion:

" . . . providing intensive leadership, counseling and training for soldiers . . . experiencing problems adjusting to the military."

The key feature of the local MAU mission statements is in the definition of the types of trainees the MAU is designed to serve, i.e., those "experiencing problems adjusting to the military." The process and criteria by which soldiers are selected for referral to and accepted by the MAU are key to compliance with TRADOC guidelines, achievement of the MAU mission and effective use of MAU resources.

Following sections of this report deal with this important aspect of the Military Adjustment Units. Section 3, MAU CLIENTELE, describes the criteria for trainee referral to and acceptance by the MAU. Section 4,

MAU EFFECTIVENESS - DIAGNOSIS AND REFERRAL, deals with present MAU-unit success in attracting trainees who should be referred to and accepted by the MAU and avoiding those who should not. And, finally, Section 8, MAU PROCEDURES, describes the procedures for referral and acceptance of trainees.

3.0 MAU CLIENTELE

Further definition of the target populations for the MAU units, beyond that provided in the previously-described mission statements, is provided in unit POIs and other documentation. Adding clarification are MAU unit specifications for trainees who are not to be accepted.

3.1 MAU-Unit Target Populations: The following criteria for trainees who should be referred to the MAU are contained under "Criteria for Entry and Graduation" in the unit POIs (Appendices A and B):

"Commanders will . . .

- o insure every effort has been made at the unit level to assist the individual in resolving adjustment problems.
- o . . . evaluate . . . potential to become a productive soldier.
- o . . . not refer personnel pending elimination procedures for the sole purpose of . . . indorsement for discharge action."

Additional definition is implied in DA Form 2496-1, Referral to the Military Adjustment Unit (MAU), used by one unit to guide the training units in specifying the problems encountered by the trainees they are referring to the MAU. Items that may be checked by the referring organization include:

- | | |
|--------------------------------------|-------------------------|
| o Can't get along with officers/NCOs | o Bad attitude |
| o Chronic troublemaker | o Poor duty performance |
| o Can't get along with peers | o Slow learner |
| o Can't follow instructions | o Immaturity |
| o Homesick | o Wants out of Army |
| o Depressed | o lacks self-confidence |
| o Fighting | o Lacks self-discipline |
| o Lack of motivation | o Other |

Other ways of classifying problems, some of which overlap the above list, are:

- o Motivation
- o Self-discipline
- o Immaturity
- o Culture shock
- o Want out of Army (for variety of reasons)
- o Emotional
- o Self-confidence
- o Problems at home
- o Lack of respect
- o Can't cope (discipline, stress, attitudes)

Informally, one individual closely associated with the MAU at Ft. Bliss chooses to classify training problems in the following categories:

- o Adjustive reaction
- o Street-wise and associated belligerent attitudes
- o Personal/emotional
- o Minor offenders of Drill Sergeants' standards

3.2 Non-Candidates: Probably equally important in defining the MAU trainee populations are descriptions of trainees that the MAU will not accept. Some of the problems/behaviors the MAU will not deal with, in addition to or incorporating those specified in TRADOC guidelines, may be inferred from DA Form 2496-1, Administrative Return, used by the MAU unit to administratively return the trainee to the unit before completing MAU training.

- o AWOL
- o Disciplinary
- o Profile
- o Hospital
- o Other

The investigators were told at one of the MAU units that they return

trainees to the unit or refer him/her to other agencies when the soldier:

- o Is beyond help
- o Does not want help
- o Suffers from a psychiatric disorder
- o Is subject to a no-weapons clause

4.0 MAU EFFECTIVENESS - DIAGNOSIS AND REFERRAL

The ultimate measure of MAU effectiveness is the number of trainees who, subsequent to the MAU experience, return to and successfully complete basic and/or advanced training. (This subject will be dealt with in Section 5.)

But for optimum success in relation to the Army mission, the MAU must receive the trainees who need the help that the MAU can provide. And that is dependent upon referrals from the training unit. Thus, the MAU is dependent upon the attitudes and procedures of the training unit for its "livelihood."

The training unit's perception of the value of the MAU mission and the MAU's effectiveness in dealing with the problems of the trainees referred determines their willingness to make referrals.

Appropriate referrals are also dependent upon the training units' ability to diagnose the problems of trainees and to recognize those for which the MAU offers viable solutions.

It is almost equally important for the MAU to avoid receiving and accepting trainees who are not members of the target population. When such soldiers are referred and accepted, they drain the resources of the unit. And, while the individual soldier may receive some degree of help, there may be other more cost-effective means of providing the assistance.

Factors bearing on the MAU success in avoiding inappropriate referrals and acceptance of inappropriate trainees include: 1) the specificity of guidelines for referrals provided the training units, 2) the diagnostic abilities of training unit personnel, 3) the attitude of training unit personnel in regard to the types of trainees they wish to refer or not refer and 4) the ability and willingness of the MAU to

screen those who are referred and reject those who are inappropriate.

This section of the report deals with the factors that have bearing on the MAU's success in gaining referrals of the appropriate soldiers and avoiding referrals and acceptance of the inappropriate.

4.1 Acquiring Appropriate Referrals: For the training unit to refer trainees to the MAU, the unit must value the MAU mission, believe that the MAU is effective and have the ability to recognize trainee problems appropriate for referral.

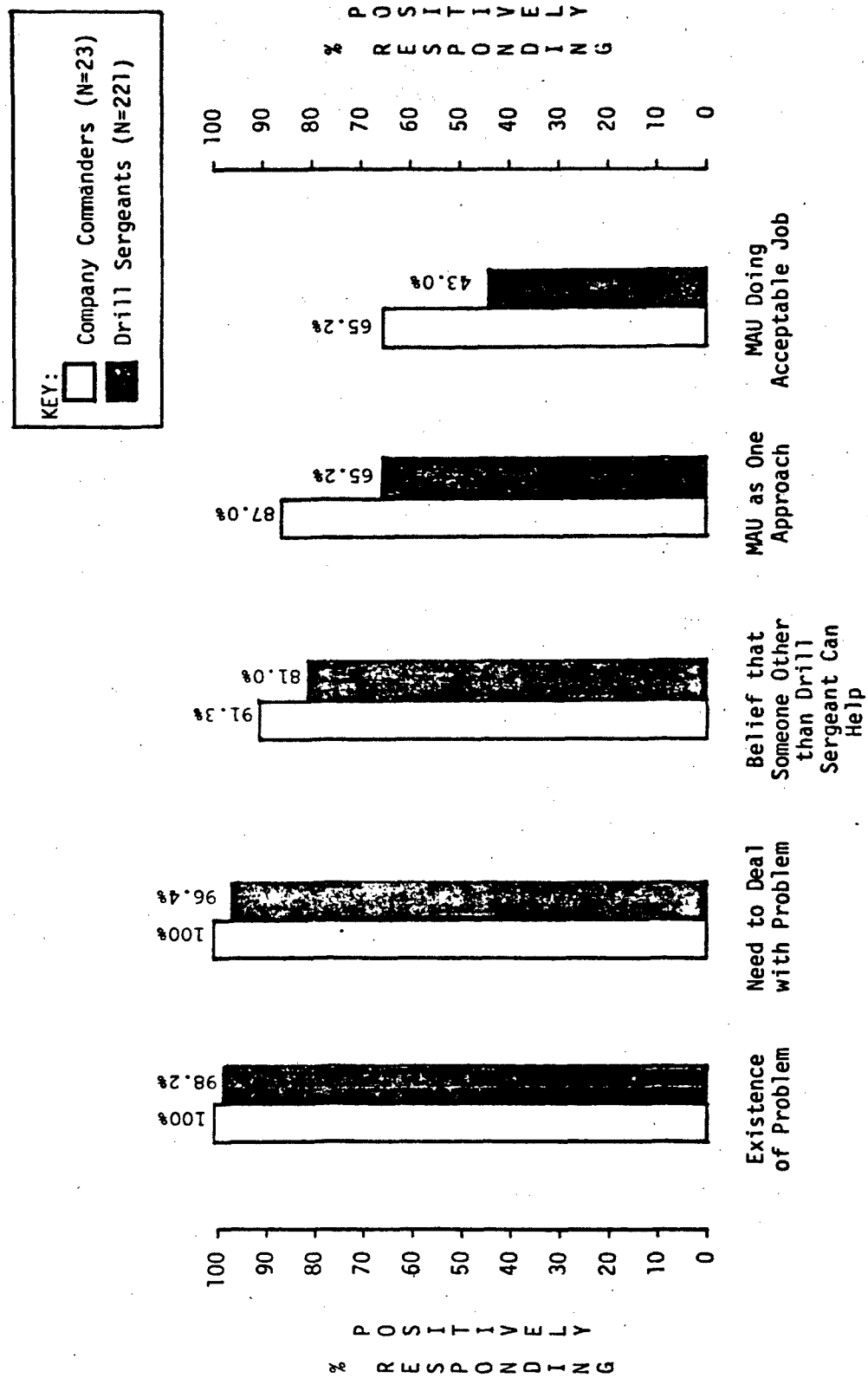
4.1.1 Training Unit Perceptions & Attitudes: Data on the attitudes of training unit personnel toward the need for, the concept of and the effectiveness of the MAU were collected via the written surveys and interviews on site. Questions on the questionnaire related to this matter included the following:

Item #1: Make a check in the appropriate column to indicate whether you agree or disagree with each of the following statements.

- A. There are trainees in BT and AIT who do not perform up to their potential.
- B. Reasonable attempts should be made to help those who have potential to make it in the Army.
- C. It is possible for someone other than the Drill Sergeant to identify the problems of trainees and help them.
- D. A Military Adjustment Unit is one way to help solve those problems of the trainee.
- E. The present MAU is doing an acceptable job in helping trainees to turn around and become successful.

Figure 1 on the following page illustrates the responses of 23 company commanders and 221 drill sergeants to these five questions.. From this data we may conclude that:

FIGURE 1: TRAINING UNIT ATTITUDES, FORT JACKSON



MAU QUESTIONNAIRE ITEM

- o Commanders and drill sergeants alike believe that there are soldiers in the units that are not performing up to potential (100% and 98.2%) and that there is a need to make a reasonable attempt to help those with potential succeed in the Army (100% and 96.4%).
- o There is also the acknowledgement that the drill sergeant is not the only one who is able to provide necessary help, although drill sergeants (81%) are less sure of that than commanders (91.3%). Interviews with drill sergeants and commanders indicate that there is an unwillingness on the part of drill sergeants to believe or admit that anyone else can help the trainee for the following reasons:
 1. Drill sergeants believe that the task of turning soldiers around is their job and that if they can't do it nobody can.
 2. The drill sergeant is the only one who knows the soldier well enough to identify and deal with the problems.

The drill sergeants interviewed indicated that if they had the time for the one-on-one that the MAU staff does they would be able to handle just about any problem that comes up.

- o Commanders are basically positive toward the MAU as one approach to helping the target soldier (87%), but drill sergeants are less convinced (65.2%).
- o Both groups are less positive about the success of the present MAU, with 65.5% of the commanders believing that it is

doing an acceptable job and only 43% of the drill sergeants holding that belief.

- o Commanders were generally more positive in their responses to all questions, with the gap between them and drill sergeants increasing when the questions dealt with the value and effectiveness of the MAU.

The attitude of one unit was totally negative as indicated by an interview with one drill sergeant. He told the investigators that he had been appointed a committee of one to say that the MAU was a total waste of time and money and that the unit would not refer soldiers to the MAU.

All commanders interviewed at Ft. Bliss were positive toward the MAU concept. One officer commented that every unit should have one. Drill sergeants interviewed at Ft. Bliss were generally positive toward the MAU concept, but had some reservations about the procedures and about how effective the unit is and could be.

The number of trainees referred by any given training unit or individual drill sergeant may give some insight into the attitudes of those units/individuals toward the MAU. One item on the questionnaire asked commanders and drill sergeants to estimate the number of trainees they had referred to the MAU in the past six months. Responses ranged from one to forty-one for commanders and from zero to fifty-one for drill sergeants. (Obviously, someone was poor at estimating, or the drill sergeant who referred fifty-one had more than one commander during the period.)

In spite of possible discrepancies in estimates, the figures indicate that 92.8% of the drill sergeants estimated that they referred sixteen or fewer trainees over six months (30.3% none, 42.1% six or less, 15.4% six to eleven, and 5% eleven to sixteen).

From the commanders' and, thus, units' standpoint, 13% indicated they referred six or less, 30.4% six to eleven, 13% eleven to sixteen and 21.7% twenty-one or less. Thus, 56.4% of the units refer sixteen or less and 78.1% refer twenty-one or less, slightly less than four per month per company.

Without more precise data than were available, it would be impossible, however, to determine the degree to which these figures relate directly to training unit attitudes toward the MAU as opposed to other possible factors.

Another measure of the training units' perceptions of MAU effectiveness is provided by responses to a questionnaire item requesting estimates of the percentage of trainees who are "turned around" by the MAU.

27.4% of the commanders and 19.4% of the drill sergeants surveyed believed that fifty percent or more of the trainees they referred to the MAU were "turned around." On the other end of the spectrum, 17.3% of the commanders and 47% of the drill sergeants believed that 10% or less of the trainees benefited from the MAU. Thus, a significant number of drill sergeants (104 of 221) believe that only one in ten or less trainees benefit.

4.1.2 MAU Staff Perceptions: The MAU staffs were also surveyed by way of questionnaire (Ft. Jackson responding) and interview. Questionnaire items related to the MAU mission and effective-

ness were as follows:

Item #1: Make a check in the appropriate column to indicate whether you agree or disagree with each of the following statements.

- A. The MAU is one good way to help salvage certain types of problem trainees who have potential for success in the Army.
- B. The MAU unit is doing an acceptable job in achieving that goal.

All seven of the MAU staff responding believe in the mission and viability of the MAU. All but one believe that the MAU is presently doing an acceptable job.

All but one of the MAU staff interviewed at both locations basically like their work and believe it important. One had extended his enlistment because of that factor.

One drill sergeant interviewed had been previously assigned to the MAU and believed that the experience had made him a better drill sergeant in relation to his dealing with and helping trainees.

The MAU staff at Ft. Jackson is staffed via rotation from the training unit. The drill sergeant mentioned immediately above and the MAU staff believe that this is an effective public relations tool for the MAU and that it contributes to improving the effectiveness of the training unit when those personnel return to drill sergeant duty.

The MAU staff is aware of the difference in number of referrals from training units. All five of the staff members responding to the questionnaire item indicated that the MAU gets more trainees from some units than others. They attributed this to 1) inexperienced cadre in some units, 2) misunderstanding of the MAU, 3) commander influence

and 4) the fact that some units use the facility for "more help."

4.1.3 Training Unit Diagnosis: The ability of the training unit to identify trainees for referral to the MAU is dependent on the guidelines provided, willingness to comply with those guidelines, the ability to recognize which problems are appropriate for referral and the ability to refer the trainee at the appropriate time.

Since diagnosis is also a factor in avoiding referral of inappropriate trainees, this topic will be dealt with in the following section.

4.2 Avoiding Inappropriate Referrals: As stated earlier, inappropriate referrals drain the resources of the MAU and do disservice to the trainee needing help. It also causes duplication of effort between the MAU and other agencies better equipped to handle the problem and who, therefore, will probably end up dealing with it in the end.

Also stated earlier are the factors that bear on the success of the MAU in avoiding inappropriate referrals and acceptance of those referrals. To review, they are the quality of guidelines, diagnostic ability of the training unit, attitude of the unit in regard to the types of trainees they wish to refer and ability and willingness of the MAU to screen out and refuse to accept those trainees who are not of the target population.

The evidence indicates that the MAU does get inappropriate referrals and that it does sometimes accept and attempt to deal with them. This sub-section explores the types of referrals and the reasons for them.

4.2.1 Clarity of Guidelines: Sections 2.0, THE MAU MISSION, and 3.0, MAU CLIENTELE, describe the basic guidelines for referring problem trainees to the MAU. The following questionnaire items probe the clarity and effectiveness of those guidelines.

Commanders and Drill Sergeants

Item #1: . . . indicate whether you agree or disagree with each of the following statements.

- G. The rules for deciding who to assign to the MAU and when are clear.

Item #2: Below are some descriptions of trainee behavior and attitudes. Check those you would refer to the MAU, assuming that you have done everything you could do to solve the problem.

- A. Difficulty learning the general orders and other subjects
- B. Unacceptable physical conditioning
- C. Frequent violation of rules
- D. Won't follow orders
- E. Extremely low morale affecting performance
- F. Racial or sexual prejudices toward fellow trainees or cadre
- G. Frequent fighting
- H. Language problems inhibiting learning

Item #3: According to SOP, when are you supposed to refer a trainee to the MAU?

- A. As soon as you identify a serious problem
- B. After you have made a reasonable attempt to identify and solve the problem
- C. After you have exhausted every possible means of identifying and solving the problem

MAU Staff

Item #7: How often do you get trainees assigned to the MAU for the following reasons?

- A. Learning difficulties
- B. Language problems
- C. Poor physical conditioning
- D. Administrative reasons

In assessing the clarity of guidelines, an almost equal percentage of commanders and drill sergeants (56.5% and 55.2%) believe that the rules for referral are clear, meaning that approximately 45% in each group either don't believe they are clear or don't know.

Possible deficiencies in the guidelines are illustrated by the types of problems training unit personnel say they would refer to the MAU. The first group of items contains those that would be appropriate. The second contains those considered inappropriate.

Appropriate:

<u>Item #</u>	<u>Problem</u>	<u>% Selecting</u>	
		<u>Cdrs.</u>	<u>Drill Sgts</u>
2C	Rule Violations	56.5	71.9
2D	Not Following Orders	65.2	62.9
2E	Low Morale	87.0	75.1
2F	Prejudice	56.5	51.6
2G	Fighting	60.9	48.4

Inappropriate:

<u>Item #</u>	<u>Problem</u>	<u>% Selecting</u>	
		<u>Cdrs</u>	<u>Drill Sgts</u>
2A	Learning Problems	21.7	23.5
2B	Physical Conditioning	4.3	16.7
2H	Language Problems	4.3	7.2

The MAU staff (n = 7) was asked how frequently the unit receives inappropriate referrals. Their responses were:

<u>Category of Problem</u>	<u>Frequently</u>	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
Learning Problems	6	1	-	-
Language Problems	-	1	6	-
Physical Conditioning	7	-	-	-
Administrative *	1	4	-	-

*Two did not respond

These data would indicate that there are significant numbers of those who do not refer problems that are appropriate (for whatever reasons), and those who do refer trainees for inappropriate reasons.

It should be noted, however, that the personnel who indicate referral for inappropriate reasons could conceivably be thinking of the specified problems as the causes of problems that are appropriate for referral. For example, poor physical conditioning (cause) can contribute/lead to low morale, poor attitudes, etc. (problems).

Asked when, according to SOP, they are to refer trainees to the MAU commanders and drill sergeants responded as follows. (Item "C" is correct.)

<u>Time for Referral</u>	<u>Commanders</u>	<u>Drill Sergeants</u>
A. As soon as a serious problem is identified	8.7%	9.0%
B. After reasonable attempts to identify and solve problem	60.9%	42.5%
C. After exhausting every possible means of solution	30.4%	44.8%

Thus, only 30.4% of the commanders and 44.8% of the drill sergeants identified the timing of referrals called for in TRADOC guidelines and local SOP.

4.2.2 Diagnostic Ability of Training Unit: In addition to referring the wrong problems and not referring the correct problems to

the MAU, it is possible that the training units are incorrectly diagnosing problems. Since it was not possible to directly assess diagnostic skills, MAU staff members were asked to compare the diagnoses made by training personnel with those made by the MAU.

Two MAU staff members believe that the training unit diagnoses match those of the MAU "most" of the time. Four believe that they are "sometimes" in agreement. (One non-response)

Staff members were also asked what strategies were needed to remedy incorrect diagnoses. Two believed written guidelines needed to be improved, two believed the training cadre required diagnosis training and one specified the need for more thorough, accurate documentation of the problem by the training unit.

Thus, the opinion of why discrepancies occur was split between poor guidelines, untrained diagnosis, and documentation and description deficiencies.

4.2.3 Inclination of the Training Unit: If training unit personnel refer problems inappropriate to the MAU mission, one reason might be their intent or motivation. That is, they may have reasons other than those specified in the guidelines. When asked to specify what attitudes training units should have and do have toward use of the MAU, the MAU staff responded as follows:

<u>Attitude Toward Use of MAU</u>	<u>Desirable</u>	<u>Present</u>
A. Use as a "hammer" to get trainees turned around without necessarily having to make the assignment	1	7
B. Use as positive step for providing help that units cannot provide because of lack of time or skill	7	4
C. A step toward discharge for those unfit for military service	2	7

(Continued)

	<u>Attitude Toward Use of MAU</u>	<u>Desirable</u>	<u>Present</u>
D.	A way to get undesirable trainees out of the unit so they won't adversely influence other trainees	2	7
E.	Place to send trainees awaiting administrative action	1	7

Thus, of the four attitudes identified as generally undesirable by MAU staff and/or specifically prohibited by TRADOC guidelines, the MAU staff believes that those attitudes are present to some degree in the training units (and a limited number of staff believe that those attitudes are appropriate).

For the one desirable attitude, three of the seven staff members believe that that attitude is not present in the training unit.

Interviews of MAU staff at Ft. Bliss also supported the supposition that training units have other than MAU-mission-related motives for referring trainees to the MAU. The most frequently mentioned were: 1) getting rid of their losers and 2) playing the numbers game, i.e., using MAU referrals to make unit performance statistics look good.

One measure of the training unit attitudes toward their problem trainees is provided by their preference for when to refer the trainee to the MAU.

		<u>% Responding</u>	
	<u>Preference for Timing</u>	<u>Cdrs.</u>	<u>Drill Sgts.</u>
A.	As soon as serious problem identified	0	14.9
B.	After reasonable attempt to solve	52.2	33.0
C.	After every possible means exhausted	26.1	35.7

Thus a total of 52.2% of commanders and 47.9% of drill sergeants prefer to transfer their problem trainees to the MAU before exhausting every possible means of solving the problem, the latter being the requirement specified in TRADOC and local guidelines.

Another indicator has to do with preferences for disposition of the trainee after completion of the MAU experience and being returned to continue training.

Item #8: If you had your way, how would the trainees you refer to the MAU be assigned after completing the MAU and being returned to continue training?

	<u>Preference</u>	<u>Cdrs.</u>	<u>Drill Sgts.</u>
A.	Returned to <u>your</u> unit and the <u>same</u> drill sergeant	8.7	13.1
B.	Returned to <u>your</u> unit and a different drill sergeant	0	34.8
C.	Assigned to another company	13.0	43.9
D.	it depends on the trainee	78.3	8.1

Commanders are mostly inclined to deal with the problems on a case-by-case basis while 78.7% of the drill sergeants would prefer that the trainee be assigned to someone else to continue training.

When the reasons for this attitude of the drill sergeants were discussed in interviews, they were that the drill sergeant and the trainee's peers have already "labeled" him/her and the trainee should not be placed at that additional disadvantage.

MAU assignees and "graduates" universally expressed the desire to return to the same unit, however. Reasons were to prove something

to the drill sergeant and him/herself and to return to familiar surroundings and supportive friends.

4.2.4 MAU Rejection/Return of Inappropriate Referrals: It is evident from previous data that the MAU does get referrals who may not be appropriate to the MAU charter. These include 1) learning and/or basic skills problems, 2) language difficulties and 3) poor physical conditioning.

The MAU may in fact encourage referral of some in these categories via the "Reasons for Referral" form used by one unit whereon the items "can't follow instructions", "poor duty performance" and "slow learner" have at least the potential for encouraging basic skills referrals that are more appropriately under the purview of BSEP-I. Also, categories such as "chronic troublemaker" and "fighting", if serious enough, may be cause for referral to another more appropriate resource.

Other possibilities for inappropriate referrals fall into the category of being solvable in the training unit. MAU personnel and some company commanders and drill sergeants stated that some units use the MAU referral as a means of getting rid of their losers, thereby improving their overall unit performance. The implication is that some of those problems might be solved in the unit.

MAU and other personnel also indicate that training units sometimes use the MAU referral as a route to eventual TDP that saves the effort and paperwork that would otherwise be required via another but more appropriate and difficult route.

Some MAU assignees must be referred directly to Mental Health for serious psychological disorders. One of the MAU units requires

a routine initial screening of all MAU assignees by Mental Health to catch those for whom more professional help than that available at the MAU can provide. The implication is that such serious problems should have been recognized in the unit and the appropriate referral made from there.

The MAU does reject or return trainees. DA Form 2496-1, Administrative Return, is a form used by one unit to return trainees before they complete training for reasons of: 1) AWOL, 2) disciplinary, 3) Profile, 4) Hospital and 5) Other. (No examples of problems in the "other" category were determined.)

The Ft. Bliss MAU staff also indicated that they returned trainees when they are beyond help or do not want help. No specific criteria for making these determinations were identified.

But the MAU also accepts and attempts to work with some trainees whose identified problems are fundamentally inappropriate to the MAU mission. These include basic skills, language and inadequate physical conditioning. Again, it is difficult to determine if these problems are causally related to problems that are within the purview of the MAU, e.g., motivation, morale, attitude etc.

5.0 MAU EFFECTIVENESS - TRAINEE ACHIEVEMENT

The basic mission of the MAU is to help "salvage" those trainees who have problems but also have the potential for success in the Army. Thus, the ultimate measure of MAU success is in the number of trainees who have that potential, have experienced MAU training and who go on to succeed in the Army.

Since it was not possible to retrieve longitudinal data on how many MAU graduates go on to succeed in the Army, proximate measures were required. Those measure available during the course of this study were:

- o The number of MAU graduates who went on to successfully complete basic and/or advanced training
- o The number of soldiers referred to and trained by the MAU considered by that unit to have been helped sufficiently to justify continuation in training
- o The perceptions of the MAU trainees and the MAU and training unit personnel about how successful the MAU has been in helping the soldier reduce or solve his/her problem

An additional question of interest for the purpose of assessing and improving MAU processes has to do with how successful the MAU has been in helping trainees in each specific category of problem.

5.1 Trainee Success in Completing BT and/or AIT: Only one of the MAU units has tracked its graduates beyond their return to the training unit. Figure 2 on the following page (courtesy of the MAU Commandant) displays the relative success of graduates during fiscal year 1980.

Similar figures for the current fiscal year through April 1981 are as follows:

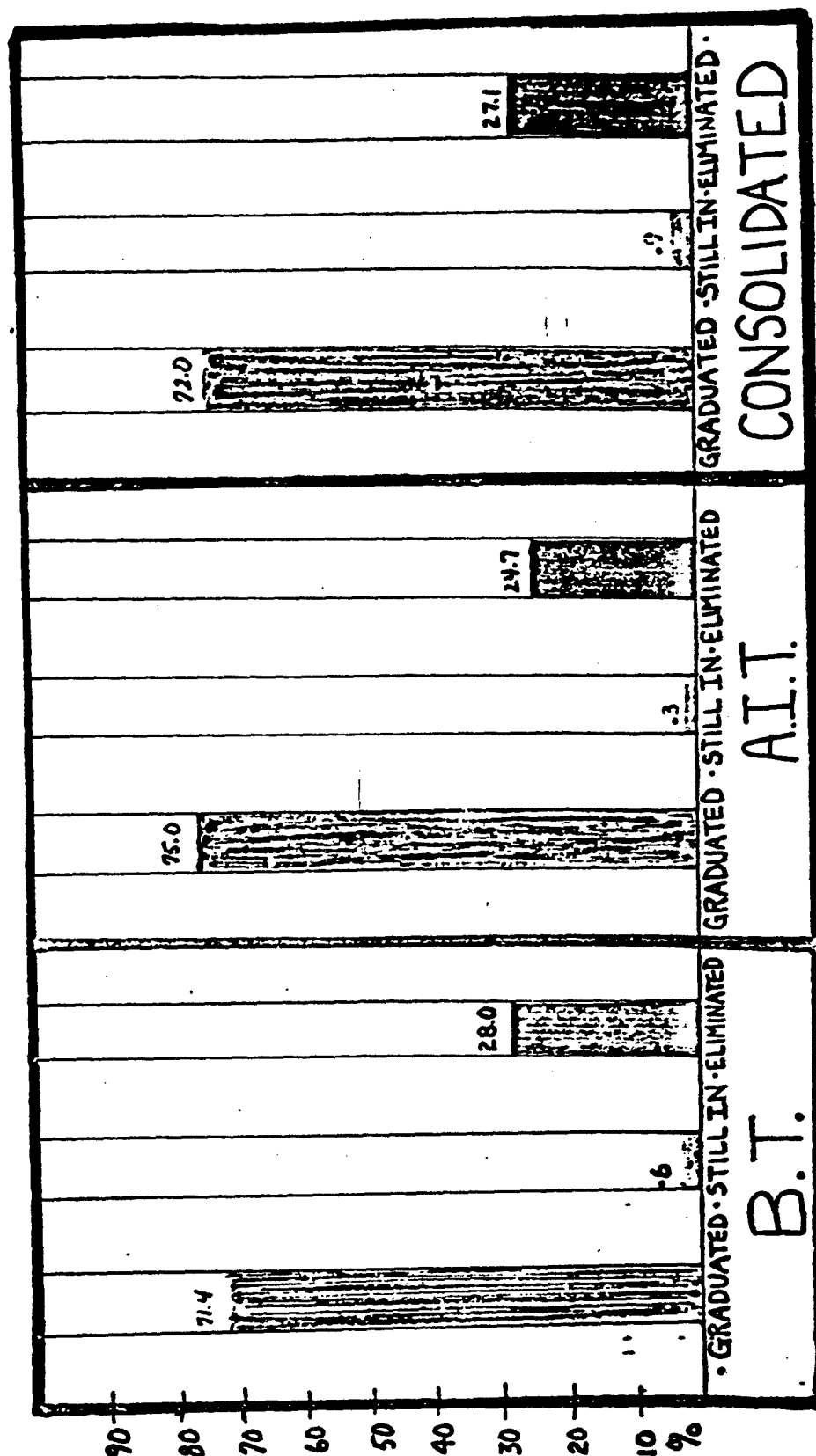
Total Referred:	396
Total/%age Graduated:	287 (73%)
Total/%age Discharged:	107 (27%)

SUCCESS RATE

fiscal year

FIGURE 2: MAU GRADUATE SUCCESS IN BT/AIT, FT. JACKSON, 1980

25



TOTAL		MALE		FEMALE	
1617	B.T. ENTERED	1156	461	9	ELIMINATED
225	AIT ENTERED	163	62	7	ELIMINATED
1842	TOTAL BT/AIT	1319	523	16	ELIMINATED
					453
					49
					502

Thus, figures for FY 1981 are running parallel to those from the previous years.

5.2 Trainees Recommended for Continuation of Training: Data were available from both Ft. Bliss and Ft. Jackson relative to the numbers of trainees referred to the MAU who were recommended for continuation of training or discharge. Figures from Ft. Jackson also reflect eventual disposition (graduation or discharge) for those recommended for and retained for continuation of training.

5.2.1 Ft. Bliss: Figures from Ft. Bliss included fiscal years 1979 and 1980 and through April for 1981. Those data reflect the following.

	<u>1979</u>	<u>1980</u>	<u>To Date 1981</u>
Total processed	449	676	112
Eliminated prior to completing MAU	1	14	5
Total trained	448	662	105
Number/%age recommended for continued training	237/54.7	362/54.7	54/50.5
Number/%age recommended for discharge	211/47.1	300/45.3	53/49.5

The overall percentage of trainees recommended for continued training over the entire period reported was 53.6%.

Figures for individual months were provided for August 1980 through April 1981. The range of trainees recommended for continued training was from 33% to 56% for an overall average for the period of 51.1%.

No data were provided regarding the disposition of trainees recommended for retention after returning to the unit except for Basic

Training in fiscal year 1980. Of the 492 trainees assigned to the MAU that year, 276 (43.9%) were retained to continue training.

5.2.1 Ft. Jackson: Two types of data were provided by Ft. Jackson: 1) the numbers of trainees recommended for retention and for discharge and 2) the eventual disposition (graduation or discharge) of trainees retained by the training unit after return from the MAU.

During the period for which data were available (September 1979 through April 1981), a total of 1284 MAU returnees were reported. Of those, 142 (11.1%) were recommended for elimination and 1142 (88.9%) were recommended for retention. In all units and for all periods, the training units followed MAU recommendations with three exceptions. One unit retained two more than recommended in one period and one more than recommended in another period. A second unit discharged two more than recommended in one period.

Of the 1142 trainees retained to continue training, 792 had reached the point of final disposition (graduation or discharge) during the reporting periods. 528 (66.7%) of those went on to graduate and 264 (33.3%) were eventually discharged. The range of percentages graduated unit-by-unit was 47.6% to 78.1%.

5.3 Perceptions of Personnel: The perceptions of training unit personnel about MAU effectiveness were reported earlier (Section 4) but are worth reviewing here in comparison with the data on trainee performance reported above.

As reported earlier, 35% of the company commanders and 58% of the drill sergeants at Ft. Jackson believe that the MAU is doing a less than adequate job.

Also, 17%+ of the commanders and 47% of the drill sergeants believe that only about 10% of the trainees benefit from the MAU experience.

On the other hand, the data reported above indicates that far more MAU graduates than 10% go on to successfully complete BT and/or AIT. Considerably more data collection and analysis would be required to prove that this success rate is attributable to the MAU, of course.

97 MAU trainees (46 presently assigned and 50 graduates) are basically positive about the MAU.

When asked if the MAU can help the trainee in ways the drill sergeant cannot, 73 of 94 (75%) responded "yes."

When asked in an open ended question to describe what they would tell a friend about the MAU, 35 of 92 (38%) volunteered statements to the effect that the MAU is "good and helpful." Only five responded negatively -- "not too good a place", "like a jail." Other positive comments included:

- o Good place to solve mental problems (3)
- o Motivate yourself (1)
- o You'll enjoy the food (4)
- o Stay cool and listen (28)

5.4 Success in Dealing With Specific Problem Types: Little specific was learned about the effectiveness of the MAU in dealing with specific types of trainee problems. One item each on the MAU staff and trainee questionnaires provide some slight insight.

The MAU staff was asked to rate itself on its effectiveness in dealing with problems in each of four categories. The results from the staff members responding were as follows.

<u>Problem Types</u>	<u>Average Rating on 1 - 6 Scale</u>
Adjustment Problems	4.78
Rules Offenders	4.57
Personal/Emotional Problems	4.14
Street-wise/Belligerent	3.0

An open-ended item asked MAU trainees how, if at all, the MAU helped them. Types of help mentioned by more than three of the sixty-one trainees responding to the item included:

- o Motivation and Understanding 26
- o Self-Confidence/Change Attitudes 14 (22.9%)

To gain a more precise assessment of MAU effectiveness by problem type, a problem-classification/diagnosis scheme would need to be developed, implemented and validated.

6.0 DESCRIPTION OF THE PROGRAM

This section provides a brief overview of the organization and operation of the MAU. Other sections provide details of structure, methods and procedures.

6.1 Location and Facilities: The MAUs are physically remote from the training units and basically self-contained, with their own barracks, dayrooms, classrooms, administrative facilities, etc.

6.2 Staffing: The MAUs are staffed exclusively with enlisted personnel. They are headed by a senior NCO Commandant, a number of experienced drill sergeants as counselors/instructors (6 - 8), and clerical and specialist (social work, mental health) personnel.

6.3 Organizational Relationships: The MAU might be viewed as somewhat of a staff function to the Brigade. The MAU Commandant is selected and assigned by and reports to the Brigade Commander.

6.4 Schedule: Trainee referrals are accepted at specific scheduled times, usually with special provisions for emergencies. The times for acceptance differ between the two MAUs.

The typical trainee spends three to five days at the MAU, depending on need. Trainees may be returned to the training unit or referred elsewhere when it is determined that the trainee's problem is not appropriate to the MAU mission or the trainee needs help or action that is better provided by another facility/service.

6.5 Curriculum: The POIs of the two MAUs are similar (see Appendix A). While the POIs appear highly structured and perhaps rigid, considerable flexibility of schedule and activity are allowed to accommodate individual student need. Also, what appears to be a set topic in the POI,

e.g., counseling, may take on considerably different characteristics depending on the needs and characteristics of the trainees.

6.6 Methods and Materials: Much of the methodology is one-on-one with individual trainees. There is also small-group discussion and stand-up presentation. Materials include training films, appropriate military publications, training aids and studyguide-like materials for study and practice of specific subject matter.

6.7 Procedures: The trainee is physically transferred from the training unit to the MAU. A certain amount of in-processing is accomplished, and considerable first-day emphasis is placed on learning about the trainees' backgrounds and problems.

At Ft. Jackson, trainees are specifically transferred from team to team (3) for specific functions and instruction. At Ft. Bliss all staff members are generalists and interchangeable in function.

Considerable documentation is compiled as the trainee progresses through the MAU program. This has to do with the history of the trainee's problem and performance in the MAU. Much of this documentation is translated into a package that is forwarded to the training unit when the trainee is returned to the unit.

When appropriate to the needs and behavior of the trainee, the MAUs make use of other services to assist in resolving problems, e.g., mental health, social services, Chaplain, etc.

Trainees are always returned to the original training unit, regardless of the ultimate disposition to be made. The MAU makes recommendations only as to what action should be taken. These are in the broadest terms, i.e., discharge or continue training, and in specific terms, e.g., methods of followup that might be used by the drill sergeant to further assist the

in adjusting to Army life.

Telephone contact is maintained with training unit personnel as required to understand the nature and extent of the trainee's problem. Each trainee's drill sergeant is encouraged to visit his/her trainees to show interest and support. One of the MAUs conducts regular briefings of new drill sergeants to orient them to the purpose, organization and operation of the MAU.

Other than encouraging and in some cases providing the means for trainees to maintain contact with the MAU, there is little in the way of MAU followup once the trainee is returned to the training unit.

Formal feedback to the MAU regarding the ultimate destiny of the trainee consists of reports on disposition of MAU assignees formulated by the training unit.

7.0. MAU ORGANIZATION, ADMINISTRATION AND RESOURCES

Although established and organized to accomplish a common mission, the two Military Adjustment Units reviewed use somewhat different organizational structures and administrative procedures. This section contains brief descriptions of the Units along with comments about differences between them.

7.1. Organization: Both are lead by senior non-commissioned officers who serve as primary administrators and leaders of their respective units. They are organizationally situated directly under their base commanders and have only unofficial relationships with training units and other training support units. The Ft. Jackson unit does have an arrangement with training units that includes a rotating staffing provision which temporarily places drill sergeants on the MAU staff. Other relatively informal relationships are maintained by both units with mental health, chaplain, education office and, at times, custodial units. Basic skills (BSEP) training support units are also occasionally called upon to assist selected MAU assignees in the various BSEP areas such as basic and life coping skills as well as learning strategies.

Internal MAU organization arrangements are different in the two units. Fort Jackson employs a team-oriented differentiated staffing approach which allows staff members to specialize in various content, skill and interpersonal relations areas. Fort Bliss, on the other hand, does not operate in a team fashion nor do staff members specialize in selected areas. Their rationale for this suggests that with all staff operating as generalists, more flexibility and training options are possible. Rationale for specialist teams includes the opportunity for continuous staff development with newly rotated staff members. Of all the issues and options related to MAU organization,

formal and informal relationships with the training units are of utmost importance since those units supply both staff members and trainees. Without their support and consideration, considerations about other organizational arrangements are relatively unimportant.

7.2. Administration: Management and administration of the MAU involves several different but related functions. Each will be briefly described.

7.2.1. The actual training program requires attention to the following tasks:

- ° Scheduling - Individual, small group and entire cycle activities must be orchestrated so that optimal use can be made of available staff and facilities as well as appropriate training provided to each recruit.
- ° Staffing - Recruitment, selection, initial training and continuing staff development are reportedly important activities because of various Army and base personnel assignment practices.
- ° Diagnosis and Prescription - Although eventually an instructional function, initial trainee problem identification and training prescription decisions are made by the MAU commandant and team leaders.
- ° Budgeting - Monitoring of operating expenses, development of next fiscal year budget estimates and financial considerations for expansion or contraction of operations are also significant administrative functions of the MAU.

7.2.2. Custodial responsibilities of MAU staff are similar in many respects to those of the regular basic and advanced initial entry training groups. These include the following:

- ° Barracks Supervision - This includes upkeep and night supervision.
- ° Training Facilities Maintenance - Classroom, office space and outside facilities general maintenance are all the responsibility of MAU staff.
- ° Meals - Trainees are called to formation, transported to and from meal locations and supervised during meals by MAU trainers.
- ° BSEP Trainees - In one site, basic skills student supervision in barracks and, at times, physical training is also the responsibility of MAU staff.

7.2.3. Leadership requirements of the MAU commandant and other staff are also important if not essential elements of the MAU. The following reflect some of the frequently mentioned components:

- ° Modeling - Dress, bearing, sincerity, interest and general competence represent personal qualities reported as important and powerful factors for MAU trainers.
- ° Cohesion - Maintaining a cohesive group dedicated to a common mission is particularly important given the short period available to impact on trainees.
- ° Public Relations - Maintaining strong positive relationships with all the training units, service support units and base administrators is reported to be a continuing and challenging

task for all staff--particularly the MAU commandant.

- ° Feedback - Post cycle review sessions at various unit and base levels as well as direct trainee comments are important sources of information for MAU staff since they help maintain contact with client groups and inform trainers on strategies and goals of the MAU.

7.3. Resources: Primary resources of concern to the MAU include, rather obviously, people and facilities. Comments here will include discussions about the numbers and types of staff as well as the types of training facilities required and/or available.

7.3.1. Staff. The MAU, according to descriptions provided, is to be staffed with "qualified non-commissioned officers selected by the Brigade MAU NCOIC and the Brigade Command Sergeant Major." The term "qualified" is not specifically defined but personnel requirements are implied such as the MOS held (primarily combat arms), training unit experience, and skills acquired via informal on-the-job training.

A typical configuration of personnel includes an E-7 commandant, one other E-7, five E-6's, one E-5, and an E-4 clerk. One of the staff is recommended to have a 91-G (social worker) MOS to allow that person to conduct initial interviews, maintain liaison with other support agencies, and to track individuals after MAU training as well as conduct follow-up interviews.

The Ft. Bliss and Jackson units employ different organizational structures within their units. Explanations of this difference include training strategy rationale and differences in staffing patterns. In

the latter situation, differences in amount of time spent in the MAU range from short timers awaiting discharge or transfer, individuals rotated from the training units for 90-day tours, and longer term individuals. Several of the long timers report having extended their enlistments in order to remain in the MAU.

Team organization options within the unit can be characterized as horizontal and vertical. The horizontal scheme employs three specialist teams that focus upon either a) Individual Commitment, b) Group Awareness, or c) Decision Points. Each team has a leader who takes responsibility for that team's work and reports to the unit commandant. The vertical approach relies upon all staff to become generalists with skills in all aspects of the unit's activities. All staff in this arrangement report directly to the unit commandant.

7.3.2. Facilities. Location, types and amount of training and barracks facilities are another important resource consideration. Training space and office facilities are located in barracks-like facilities at both sites with space allocated for large group and individual counseling purposes. Specially assigned male and female barracks are located nearby to allow for close supervision and a sense of team unity.

In addition, outside space is allocated for purposes of physical training and practice in drill and ceremonies. An obstacle course can either be shared with other training units, necessitating a schedule for use, or created specifically for the unit. There appeared to be no clear consensus on the proximity of the MAU to other training unit facilities or to dining locations. One case for close proximity includes arguments for being visible, accessible for training unit staff follow-up and vice versa, and close to shared facilities such as dining,

physical training and obstacle courses. The recommendation for somewhat isolated facilities is based upon a desire for complete separation from the regular units. Whether this is linked with the wish by some that the MAU be viewed as punishment was not determined.

7.3.3. Cost Analysis

Operating Expenses: As expected, principal costs to operate the MAU include enlisted personnel staff salaries. A representative base pay salary listing for one month follows:

- a) 2 E-7 = \$2,178
- b) 5 E-6 = 4,550
- c) 1 E-5 = 748
- d) 1 E-4 = 638

Subtotal Base Pay/month \$8,114

Other operating expenses are relatively minimal but real. These include costs for heat, electricity, phones, and expendable supplies and materials. Continuing expenses for furnishing and maintaining office and classroom facilities as well as barracks are also real expenses, since they duplicate available living and training facilities in the training units.

Unit cost calculations such as operating cost per training cycle or per trainee can be calculated but they do not provide efficiency ratios useful for meaningful comparisons except to emphasize the impact of under-enrollment in any cycle.

Installation Expense: Typical setup expenses for a MAU include costs for office equipment, classroom equipment and housing items in the barracks. New or replacement cost estimates for establishing one MAU are as follows:

- a) Office Equipment
- b) Classroom Equipment
- c) Housing Items \$9,797

Appendix E of this report contains a detailed listing of equipment currently used by one MAU with 1981 replacement costs included. Although all the equipment, particularly the instructional equipment, could potentially be obtained from current stocks or supplied by a Training Aids center, the costs to eventually replace this equipment are real investment expenses. Lifetime estimates for most items would likely be five or more years except for the audiovisual devices that may, at best, require maintenance of recording heads and other projection items. Extensive use of these items could result in some replacement expenses within a three- to four-year period.

In general, when compared to the total costs associated with basic and advanced initial training for each recruit, however costs are calculated for MAU trainees, the amount required for MAU installation and operation is relatively small.

8.0. MAU PROCEDURES

This section is intended to portray strategies, tactics and general operating procedures that are employed within the unit. At times the description represents a composite view of the two units. Occasionally, there are significant differences in operations that merit comment. Areas to be described include a) entry and assignment, b) diagnosis and screening, c) prescription, d) training, e) assessment, and f) documentation.

8.1. Entry and Assignment: TRADOC guidelines specify that the MAU is to serve trainees experiencing motivational, discipline or other military adjustment problems but who demonstrate the potential to become effective soldiers.

In general, the MAU's use the broadest of these definitions -- "experiencing problems adjusting to the military environment" -- in describing their target population.

Pre-referral steps specified in the unit SOP exert a certain amount of influence and control over the assignment process.

1. Commanders must first exert "every effort" to help the individual resolve his/her adjustment problem.
2. Commanders are required to evaluate the MAU candidate's potential for becoming a productive soldier.
3. Commanders are admonished not to refer trainees solely to obtain endorsements for discharge action and are requested to refer them before elimination procedures have been initiated whenever possible.

These guidelines do not specify what the commander's options are after the assessment specified in item 2 above but the implication is that the requirement is designed to comply with the "potential to become effective soldiers" element of TRADOC guidelines related to the MAU. However, in at least one setting, local policy requires a MAU evaluation of the trainee (in addition to Mental Hygiene) before a soldier may be processed for discharge under the TDP program.

Battery commanders indicate via the surveys and in interviews that the rules for referring trainees are complete and clear. Others, including mental health officials and at least some MAU staff, suggest more clarity in the guidelines or, more likely, closer adherence to referral rules by training staff. In retrospect, the fairly strong desire expressed by those BT and AIT trainers for an open entry system could be related to the improper assignment issue. Current MAU preferred admissions times are weekday mornings, thus making it difficult for the MAU to be used as a holding area for individuals awaiting discharge or disciplinary assignment. Alternatives to the MAU or at least a somewhat different role could be developed for TDP exit interviews, weekend holdovers and motivated but slow learners.

8.2. Diagnosis and Screening: Identification and clarification of trainee problems takes place in many settings and at various levels. Prior to being assigned to a MAU, the reception station, the training unit, mental hygiene, social services and the chaplain's offices are all employed from time to time in determining the nature and extent of a trainee's problem(s). These may be training related or not, but, once assigned to the MAU, such sources of assistance still continue to be used by MAU staff when appropriate.

Types of information sought on a trainee from these sources include evidence about the following areas:

- ° Discipline
- ° Motivation
- ° Adjustment
- ° Attitudes
- ° Physical Skills

In addition, the four Basic Skills areas, 1) basic intellectual skills, 2) language, 3) life coping skills, and 4) learning strategies, are also of interest to BSEP and MAU staff.

Primary sources of information about these potential problem areas include sending unit documentation, interviews, observations and selected tests. More specifically, four areas are of particular concern for the MAU. These four, along with typical data sources and collection procedures are as follows:

<u>Problem Area</u>	<u>Data Source/Collection Procedure</u>
° Motivation	Sending unit diagnosis, physical training and drill and ceremony performance, as well as team duty assignments such as barracks cleanup.
° Adjustment	Counseling and individual interviews as well as observations of peer relationships.
° Aptitude	Formal and informal quizzes, verbal drill and applied skill-practice exercises.
° Physical Capability and Conditioning	Physical training and drill and ceremonies.

Each of these data sources, collection and analysis procedures are reportedly used by MAU staff to both insure proper placement into the unit and to help determine appropriate counseling and training strategies for each trainee.

8.3. Prescription (Solution Specification): Two general options are available to decision-makers when considering what to do with a trainee once a problem has been identified. For purposes of this report, the two include 1) all non-MAU solutions, and 2) options within the MAU.

The range of non-MAU options reportedly runs from retaining the trainee in the original unit with special assistance from mental health, social services, chaplains, legal assistance, Army Relief, or other similar assistance of professionals, to outright discharge from the military. Other options in the regular training context include assigning trainees to another unit in the same training cycle, recycling to a new unit in a later cycle and, if warranted, issuing a no weapons clause which often leads to a training discharge.

The duration of training and other related services within the MAU is reported to vary considerably depending upon trainee needs. The five most typical schedules are as follows:

- a) One day session and return to original unit for continued training
- b) Three to five days and return to original unit
- c) Three to five days and recommend a new unit in the same cycle
- d) Three to five days and recommend a new unit for recycle
- e) Three to five days and recommend discharge

Within these schedules, several instructional and counseling approaches are available for MAU staff. A large proportion of trainees in both MAU's reportedly experience the standard POI as outlined in the Appendix. Other variations involve 1) selected counseling, testing and/or individualized instruction, 2) extensive physical training and/or drill and ceremony practice, and/or 3) expanded peer counseling and team building exercises. In sum, although the POI and observed sessions suggest a rather fixed schedule of

events and activities in both units, there appears to be considerable potent and actual flexibility.

8.4. Training Program: Review of the curriculum as described in the two POI's (Appendix A and B) and observations of various group and individual sessions suggests that there are several kinds of training strategies employed--either intentionally or unintentionally. Although the BSEP program is intended to help new recruits develop appropriate learning strategies, many of the MAU trainees interviewed reported significant difficulties in learning the General Orders, other rules and regulations and in understanding the UCMJ. These difficulties were at times reported as motivational problems but MAU staff were observed teaching appropriate definitions (via discussion and explanations), presenting examples (via modeling, films and video tapes), providing practice exercises, and even helping to develop memory aids for the General Orders.

Within the guidelines of the POI, it is possible that trainers are able to provide the specialized assistance expected by the regular BT and AIT staff. The Unit Commander and Drill Sergeant surveys (Appendix F) include comments that suggest if given more time with individuals, they, too, would be able to deal more effectively with special problems. Three strategies appropriate for the relatively small numbers of trainees in the MAU and not easily employed in regular units merit brief discussion.

- ° Remediation - This is particularly useful for those not prepared for training. It allows the trainer, given proper guidance about deficiencies, to help fill in the gaps in knowledge, prerequisite skills and learning strategies.

- ° Compensation - This strategy provides the missing links for those trainees who cannot make the intellectual jumps required of and attained by other trainees.
- ° Alternate modes of training and learning are often very appropriate given the wide range of intellectual skills and academic experiences (or lack thereof) evident in current trainees.

Although not explicitly specified in the POI's nor described in interviews with MAU staff members, these three strategies appear to represent at least some of the important differences in training from those of the regular BT and AIT units.

8.5 Assessment: A considerable variety of assessment techniques and procedures are employed by regular units and MAU staff in order to obtain information about trainee problems and progress. Appendix D contains many of the referral and interview protocol forms used with trainees. In addition, sincere efforts are made to obtain direct and indirect feedback from trainees and regular unit trainers about the MAU. This includes exit interviews, anonymous pre-addressed post cards (Appendix D-8), and follow-up by MAU staff with unit commanders and trainers. These kinds of data reportedly have almost as much political importance for the MAU as they have utility for making training decisions.

8.6 Documentation: In addition to the forms and implied procedures represented in Appendix D, several other documentation strategies are employed in order to monitor trainee and MAU results. Most of these have been mentioned previously, but a brief list may be useful.

- ° Records maintained by regular training unit
- ° Reports submitted by the unit to the MAU along with the trainee (written and oral)

- MAU records
- MAU reports to the original and subsequent training unit (they may be the same)
- Post-cycle reviews conducted by unit and base commanders which typically include MAU staff as providers and recipients of information.

9.0 OTHER CONSIDERATIONS

There are several additional issues and concerns that were not initially identified as relevant to current MAU operations or the establishment of new units but now appear to have potential relevance. Several of them have been mentioned in previous sections in a different context and others are expansions of narrative comments provided in the surveys and personal interviews. Four categories of issues to be discussed include 1) current and future alternatives to the MAU, 2) influences on trainee assignments to the MAU, 3) potential impacts on MAU operations, and 4) relationship of the MAU to BSEP.

9.1. Current and Future Alternatives to the MAU: Given existing policy related to Military Adjustment Units and local interpretations of that policy, alternatives for trainees experiencing MAU-related problems were the subject of various MAU staff and training unit staff comments. The question was often addressed as "What if there was no MAU?". The range of options presented are as follows:

Positive Approaches

- ° Mental Health counseling, diagnosis and recommendations
- ° Chaplain counseling
- ° Personal Effectiveness Training sessions offered by the chaplains
- ° BSEP for individuals diagnosed prior to assignment to BT and AIT
- ° Creation of a different remedial training option within the BT and AIT units that is different than simply recycling trainees for another attempt at the same set of tasks and not using the same training approaches.

Punitive Approaches

- ° Article 15 - for legitimate but marginal infractions
- ° Correctional Custodial Facility - suggesting relatively serious legal infractions

- ° No Weapons Clause - indicating instability
- ° Training Discharge - which may or may not be viewed as punitive

There was no consensus sought or discovered on the optimum range of diagnostic, remedial and motivational alternatives for training, but it was evident that there are considerable numbers of trainees who benefit or could benefit from remedial or supplementary assistance during basic and advanced training.

9.2. Influences on Trainee Assignments to the MAU: Personal interviews with MAU staff members and training unit instructors as well as results from the comprehensive survey all support the notion that there are considerable differences in the relative frequency of assignments to the MAU from different units. It is also evident that there are considerable variations in the numbers of assignees over time from individual units. Possible explanations for these differences were sought in the interviews and the following list represents suggested influences:

- ° Recruiting and Manpower Pressures - Fluctuations in the numbers and quality of recruits as well as requests to identify personnel to fill slots in understaffed occupational specialties all reportedly contribute to fluctuations in the numbers of MAU assignees.
- ° Drill Sergeant Orientation Course - The manner in which the importance and role of the training instructor is presented in drill sergeants courses influences the trainer's willingness to seek outside assistance for trainees with problems.
- ° Time Available to Train - A decrease in the amount of time available for training in both basic and advanced courses contributes to a

sense of haste and a desire to condense training in order to accomplish all the goals of the various courses.

- ° Stress in the Training Unit - Trainer "burn out" was a frequently mentioned concern. Evidence of this condition includes a perception of higher divorce rates and emotional breakdowns for drill sergeants because of the long workdays and extended work weeks during a training cycle.
- ° Training Unit Motivations and Incentive Structures - Internal and external pressure to qualify or graduate all trainees, to avoid all avoidable losses, and to "Win the Rope" as trainer of the cycle all reportedly influence the willingness (or lack thereof) to recommend trainees to the MAU.
- ° Time of Year - Holiday periods, ending of school terms, ending of summer and other similar calendar-related variables effects the kinds and motivations of persons entering the Army as well as the attitudes of individuals in BT and AIT during those periods.
- ° Activities Within the Training Cycle - It is reportedly easy to plot the variation in assignment to the MAU and to identify the time that a unit is about to go to the field for exercises or to go to the firing range for qualifying. It appears that for appropriate and occasionally inappropriate reasons, individuals sent to the MAU during such periods are automatically recycled to another unit, are eventually issued No Weapons Clauses, or are recommended for training discharge.

9.3. Potential Impacts on MAU Operations: Several issues that currently influence MAU operations and could alter MAU operations if changes were made are addressed in this section. Few judgments or evaluations are offered here, but the issues are likely not new nor unique and widely varying opinions about solutions are not difficult to obtain.

- ° MOS Assignment and Transfer - Considerable numbers of MAU assignees expressed concern about not being allowed (i.e., qualified) to pursue the military occupational specialty of their choice or that the MOS they selected was not what they expected nor desired. For some, they had determined that in order to be switched to a different MOS, they must first do poorly in AIT, be recycled, do poorly again and thus possible be reassigned to another occupational specialty. In addition, the specialties typically not selected but requiring personnel are those assigned to AIT "drop-outs". Obviously, there are no easy solutions to the problem of aspiring tank drivers and computer programmers being assigned to clerk-typist specialties, but the motivational problems that result do surface in the MAU.
- ° Reception Station Procedures - Staff and trainees in the MAU offered several observations about what newly arrived recruits are told by reception station staff and "bunkhouse lawyer" recruits; i.e., those who once were briefed by a cousin who went through basic. Mis-perceptions, unrealistic expectations, and invalid implications of the requirements accepted upon joining the Army are all reportedly disseminated at times in the Reception Station. Issues such as leave policy variations between units, amount of personal time

allowed during basic training, and conditions for receiving a training discharge are all concerns that require much discussion during MAU sessions. Perhaps it is unrealistic to expect much formal training or orientation to take place during this initial reception period, but it appears that whatever does get communicated has some lasting effect and at times is not advantageous to the recruit or the Army.

- ° MAU Staffing Policy - Previously discussed approaches to recruiting, selecting, assigning, rotating and retaining MAU staff appear to have considerable impact on internal organization strategies, relationships with trainers in the units, length of tour, and amount of field-based staff and MAU experience. Staff development activities within the MAU and perhaps within teams in the MAU, whether formal and organized or unofficial and incidental, appear to be potentially important factors in MAU influence on trainees and on acceptance by field unit staff.

9.4. Relationship of the MAU to BSEP: One of the issues that is bound to arise in the near future, and a question that has occurred to the investigators, is the question about what is to be the relationship between the MAU unit and BSEP.

To explore the issue, Ft. Bliss BSEP-I personnel were interviewed during the team's visit. Individuals responsible for designing and conducting the English as a Second Language (ESL) BSEP program presented their curriculum rationale and materials as well as discussed existing organizational and administrative relationships with the MAU.

Current, apparently successful, arrangements include MAU staff acting as military supervisors during non-ESL instructional time. This includes physical training, basic soldiering and barracks supervision. Reportedly, these activities provide an appropriate transition for new recruits who are not only experiencing typical cultural and personal shock, but linguistic pressure as well.

Potential, but as yet not realized, problems with this kind of MAU-ESL relationship include the following reported concerns:

- ° MAU instructors required to shift perspectives, purposes and tactics on a continuing and consistent basis
- ° Physically separating the two groups of trainees in separate barracks for physical training and at meal time
- ° ESL trainees being perceived by others or perceiving themselves as less than successful because of their MAU relationship

It is important to emphasize here that at this point the investigators have no evidence to suggest that any of these potential problems presently exist. They were freely shared and discussed by both ESL trainers and MAU staff, suggesting perhaps that public awareness is one way to help avoid their becoming issues.

A second issue related to BSEP, Basic Training, and ultimately the MAU is the optimal sequence or optional sequences for each. With improved assessment, diagnosis and assignment procedures (including perhaps Spanish versions of basic literacy and math skills), the range of options for Basic and AIT instructors as well as BSEP personnel could be clarified. For example, recruits that start with ESL training may also evidence life or military coping skill deficiencies which could be embedded in both ESL and Basic training experience. An example is a young MAU assignee who reportedly was

having difficulty grasping the intellectual aspects of Basic Training. This slow, or at least intellectually unprepared, trainee could possibly benefit from some kind of BSEP-basic learning skill assistance or perhaps some other more didactic instructional approach. At this point, the approach for this study is simply one of asking questions and collecting data that may eventually help deal with this BSEP - Basic Training - MAU articulation.

A third and even less related issue does merit brief comment. The Ft. Bliss ESL program appears to have been designed according to ISD principles and employs a functional language skills perspective. Since the Defense Language Institute in Monterey is also moving to the functional language approach in determining what and how to teach, the ESL program appears, after only a brief review, to be very sound theoretically and conceptually. No comments can be offered about the conduct of ESL training except that the MAU instructors again enter in as assistants in formally embedding appropriate military terms and general technical vocabulary in their interactions. This is reportedly coordinated with ESL lessons on vocabulary and terminology necessary for new recruits to master in order to survive Basic and Advanced Training. Other technical and vocational training endeavors in the civilian world should do as well!

10.0 FINDINGS AND RECOMMENDATIONS

This section of the report summarizes and draws conclusions about the findings of the study and makes recommendations for further action to 1) gain clarification of cloudy issues, 2) optimize the effectiveness and efficiency of existing MAUs and 3) take full advantage of the MAU concept and experience in other units wishing to implement the concept.

The organization of this section is provided by the evaluation questions formulated early in the evaluation design.

10.1 Question #1: What is the larger context into which the Military adjustment unit fits? What procedures are available to and used by the training units in dealing with trainee problems, both within and outside the context of training unit environment and resources. What guidance and assistance are available to training unit personnel for making appropriate decisions and carrying them out?

10.1.1 Findings: The training unit has a variety of options available to it for dealing with the problems of the trainee. They range from dealing with them internally, e.g., counseling at various levels of the organization, disciplinary action, discharge, etc., to referral to outside resources such as BSEP, the Military Adjustment Unit, the Chaplain and various other military and community assistance and advisory agencies.

The questions of what procedures, guidance and assistance are available to training unit personnel remain unanswered within the context of this limited study. But, when viewed strictly from the perspective of the MAU unit, there is cause to believe that the training units: 1) do not always know what full range of alternatives

is available, 2) may have inappropriate attitudes toward requesting assistance from outside and 3) may not have the time or necessary skills for identifying precisely what the trainees' problems are or what strategies, internal or external, are appropriate for resolving them.

10.1.2 Recommendations: It would be valuable to carry out a serious study of the procedures and problems of the training unit in identifying and dealing with trainee problems. Questions to be answered by such a study would include:

- o Do the training units, and specifically the drill sergeants, know what resources are available, both within and outside the unit, for treating problems experienced by trainees?
- o Are there precise, specific guidelines on what, when and how to do what is necessary to acquire assistance in dealing with trainee problems?
- o What are the specific needs of training unit personnel for training in problem identification, problem solving and the referral processes?
- o What changes in attitude need to be brought about in order to help unit personnel become more open about the problems they face and willing to go to others for assistance?

10.2 Question #2: Are training unit personnel qualified to and should they make the decisions about: 1) what the trainee's problem is,

2) what the soldier's potential is for succeeding in the Army and 3) whether the soldier should be discharged or retained.

10.2.1 Findings: It seems clear that training unit personnel, because of their constant contact with the trainee, are best able to identify problems and potential problems. It is also clear that there are specific regulations that govern action in deciding a trainee's fitness and the ultimate disposition of a case.

The issue, then, is one of qualification. Evidence from this study points to the possibility that training unit personnel have some difficulty diagnosing problems. Inadequate diagnosis would lead to ineffective strategies, and ineffective strategies may lead to inappropriate decisions and actions.

10.2.2 Recommendations: The study recommended in association with Question #1 would be appropriate in identifying the needs in this area as well.

10.3 Question #3: Is the mission of the MAU sufficiently defined so that everyone concerned agrees on the purpose of that unit and what types of trainees should and should not be assigned?

10.3.1 Findings: Mission statements and definitions of the target population are relatively clear, and supporting policies and guidelines, while sometimes misleading, provide further definition.

Still the MAU fails to get some trainees that it might help, and

receives and sometimes accepts trainees who are not appropriate according to the MAU mission and purpose. The major barriers to full and appropriate utilization of the MAU appear to be the following.

- o Training unit personnel not believing in the MAU concept and/or effectiveness
- o Training unit personnel having problems correctly diagnosing the problems of trainees
- o Training unit personnel using MAU referrals to achieve inappropriate purposes
- o MAU unit unwillingness and/or inability to reject inappropriate referrals

10.3.1 Recommendations: There appears to be no need for expansion or modification of MAU mission statements. Most personnel are aware of the unit's purpose. The issues described immediately above are dealt with under question #4 below.

10.4 Question #4: Does the MAU serve all of and only those trainees whose problems are in consonance with the mission of the unit?

10.4.1 Findings: There is definite evidence that the MAU does not get referrals on all trainees that they might help. Also indicated is the possibility that the unit gets referrals of some trainees who are not appropriate, and that they sometimes accept those referrals.

The problem of not getting the appropriate referrals is due primarily to the MAU image held by the field unit. Questionnaire items and data on referral patterns from training units indicate that there are those who do not believe in the MAU mission or its effectiveness.

Student performance data and the opinions of MAU assignees, on the other hand, indicate that the MAU is producing some level of results.

Improper diagnosis of problems by the training unit may also contribute to any lack of appropriate referrals.

Misdiagnosis may also contribute to the problem of inappropriate referral, as may use of the MAU for inappropriate reasons.

10.4.2 Recommendations: An inadequate image, particularly in the face of producing positive results, indicates a need for public relations.

One of the MAU units has a rather extensive public relations campaign in operation, in the form of regular briefings of new drill sergeants on the mission and functions of the MAU. The unit also attempts to keep in touch with their graduates, and maintains telephone contact with training unit personnel whose trainees are assigned to the MAU. It was that unit, however, for whom the rather discouraging survey results were obtained. (No surveys were returned for the other MAU unit.)

The MAU units at both locations have full support of their respective brigade commanders.

Therefore, it may be well to listen carefully to the several drill sergeants and others who said that there is a certain amount of defensiveness on the part of drill sergeants who have trouble accepting the fact that someone else might be able to handle problems they were not able to resolve themselves.

This suggests that, rather than emphasizing MAU achievements and how much the MAU can help the drill sergeant, the emphasis should be

on providing the drill sergeant training in problem diagnosis and prescription, bringing those personnel to the understanding that to ask help is not a disgrace and creating a team approach and attitude between the training unit and the MAU.

Recommendations would include, then:

- o Incorporating problem diagnosis and prescription in the drill sergeant school curriculum and providing some sort of similar training for those already on the job
- o Clarifying for drill sergeants and commanders the strategies and techniques employed by the MAU and why they are effective and why they might appropriately be employed by someone outside the unit environment
- o Taking the MAU to the training unit as much as possible. This might include regular visits to training units by MAU staff to talk through strategies and techniques, hold discussion sessions on the problems of the drill sergeant, interview drill sergeants first hand on the problems of trainees being assigned to the MAU, and perhaps pick up trainees being assigned rather than requiring the unit personnel to deliver them.

Other techniques and strategies should come readily to mind with some thought and planning.

Regarding ways to decrease the incidences of inappropriate referrals, it is recommended that:

- o An attempt be made to create a carefully structured classification system for categorizing problems and causes of problems
- o Training be provided training unit personnel (and perhaps the MAU staff) in identifying problems and their root causes and in identifying and implement-

ing viable solution strategies, including internal and external. Such training might reduce incidences of unnecessary referrals in cases where the training unit might be able to deal with the problem itself, or when referral to another source is more appropriate. And, should some strategies and techniques be unfamiliar to the MAU staffs, similar training for them might increase their effectiveness in dealing with the problems they receive.

10.5 Question #5: Does the MAU get its trainees at the right time to best help those soldiers solve their problems?

10.5.1 Findings: Local guidelines require that the trainee be referred to the MAU only after every possible remedy has been exhausted in the unit. The MAU staff basically agree with that policy. Training unit personnel, on the other hand, prefer to refer the trainee after a "reasonable attempt" has been made.

There is no way at this time to determine which approach might be best for the trainee and for the Army.

To change the policy might make the training units more inclined to refer their problem trainees. On the other hand, it might also encourage laxness in attempts to solve problems internally, and it might inundate the MAU with minor problems.

10.5.2 Recommendations: It is not advisable to make firm recommendations on this issue at this time. Rather, the recommendation would be to implement the recommendations accompanying Question #4

and carefully measure the impact on trainee attitudes and achievement and on training unit attitudes toward the timing of referrals.

10.6 Question #6: Is the MAU able to adequately diagnose the problems of trainees?

10.6.1 Findings: It appears that considerable effort goes into the diagnostic process, and the MAU staffs believe that they have this process well in hand.

It was not possible to give more than cursory attention to the diagnostic procedures and methods. However, some indicators point to the possibility that diagnosis has room for improvement.

- o The absence of a carefully structured system of classifying and categorizing problems dealt with
- o The tendency of written forms and guidelines and of MAU evaluations of trainees to deal with and talk about symptoms rather than problems and causes.
- o The apparent absence of any systematic, documented matchup between problems/causes and viable solution strategies.
- o The apparent lack of training and a felt need for training of MAU staff in the problem/cause identification process
- o A possible overadherence to elements of the MAUPOI which have the potential for being irrelevant to the needs and problems of individual trainees.

10.6.2 Recommendations: It is recommended that a competent authority make a thorough review of MAU diagnostic procedures and strategies with the view of recommending improved and/or new diagnostic procedures to accompany a logically analyzed and structured classification scheme for the problems/causes dealt with in the MAU.

10.7 Question #7: Are the methods, POI topics and time allocations per topic appropriate to the problems and needs of MAU trainees.

10.7.1 Findings: Some topics/activities, e.g., physical training, drill and ceremony, etc., are deemed necessary to keep trainees aware of and attending to the requirements they will face when returning to the training unit. They are also perceived, in the context of their treatment in the MAU, to contribute to improving trainee attitudes, self-confidence, etc.

Students either valued or did not value certain subjects and activities according to their own personal biases and felt needs.

Still, it appears that there is a strong adherence to some POI topics because they are there rather than because they contribute in some way to meeting the needs of individual trainees. Thus, some topics and activities stand a good chance of being irrelevant to trainee problems.

10.7.2 Recommendations: If a problem/cause classification such as that recommended earlier is developed, then it would make sense to attempt to match POI items and MAU methodologies to those particular problems. It would then be desirable and possible to make MAU activities even more flexible and relevant according to individual trainee needs.

10.8 Question #8: Are MAU staff attitudes and behavior the most appropriate for achieving the unit mission and best serving the trainees?

10.8.1 Findings: There was every indication that MAU staff attitudes and behavior is professional, considerate and helpful. Several trainees (7) specifically identified the drill sergeants as the single best feature of the MAU. Also, staff-related were other responses such as "counseling" (8) and "atmosphere" (5). Two trainees did mention counselors/sergeants as the worst thing about the MAU, however.

10.8.2 Recommendations: None

10.9 Question #9: Are staff members adequately trained in the methods of dealing with trainee problems?

10.9.1 Findings: Three of seven staff members at Ft. Jackson indicated that they had received "special training" for their jobs in the MAU. (The distinction between formal and on-the-job training was not made.) None of those surveyed indicated that they felt the need for any training that they had not received.

10.9.2 Recommendations: In spite of the general level of MAU staff satisfaction, it would seem that training is called for when considering the special nature of the job, and that on-the-job training would be inefficient and risks ineffectiveness. Thus, it is recommended that a job/task analysis be performed (if not done), and that consideration be given to formalized training in those tasks. Special attention is recommended for problem/cause identification and solution and for appropriate counseling methods and techniques

that may not have been provided in prior training, e.g., drill sergeant training.

10.10 Question #10: Is there a need for and does the MAU provide feedback and guidance to the training unit in categories such as: 1) MAU diagnosis of problem, 2) action taken to correct the problem, 3) success achieved and 4) methods and approaches the training unit might take to follow up on the efforts and progress made by the MAU?

10.10.1 Findings: The trainee package that goes to the training unit is carefully and fully documented.

Some drill sergeants believe that the information they receive is not specific enough. Some are insulted by the implications of some recommendations, e.g., "Careful supervision should provide . . ."

The documentation required for the package is time consuming. Perhaps for this reason some of the trainee packages reviewed tend to be somewhat repetitive and less trainee-specific than they might.

10.10.2 Recommendations: It is recommended that some sort of evaluation procedure be instituted whereby assessment of the clarity, meaningfulness and usefulness of the trainee package so that improvements can be made where advisable and possible.

10.11 Question #11: Does the MAU get sufficient and the appropriate types of feedback from the training unit as required to identify needs for program changes and improvements?

10.11.1 Findings: The only apparent feedback received by the MAU is that which they solicit, in the form of success/failure of trainees after returning to BT or AIT. No trainee-specific or process evaluation data appear to be solicited or received.

10.11.2 Recommendations: It is recommended that some form of initial and perhaps on-going evaluation process be implemented whereby the MAU unit solicits and/or receives specific feedback on the results of their efforts, including graduated/discharge if that information is not now available, but also trainee-specific data that can be used by the MAU to assess their overall effectiveness and their effectiveness in dealing with specific types of problem. The results of such an evaluation would be used to identify the need for and seek improvements of methods and processes.

10.12 Question #12: Are training unit personnel equipped to follow up on and handle the problems of trainees returned from the MAU?

10.12.1 Findings: This is a complex question and one not addressed directly by this study. An answer would require analysis of what really happens in the training unit when the trainee returns.

One issue is whether or not the training unit wants to follow up. There is some data at least remotely related to that question.

For the most part, training units follow the recommendations of the MAU to continue the trainee in the program. The reason is not clear, however. They may believe in the recommendation (a conclusion not fully supported by available data), they may be required by higher authority to follow the recommendation, or it may simply be easier to go along with the recommendation than not.

Drill sergeants, for the most part, do not want their own referrals back, however.

Another issue is, what kind of followup is necessary? Has the trainee's problem been solved or not? (Probably not completely, if

it was at all serious at the outset).

If the problem has not been totally resolved, what strategies are appropriate and what can/should the drill sergeant do that s/he did not do in the beginning?

The issue of what the drill sergeant can and should do is dependent on two factors: 1) what information does s/he get from the MAU and how good is it (nature of the problem, action taken/strategies used, results produced, present status of trainee) and 2) how much time and what skills does the drill sergeant have/need to do the followup? Since there is not likely to be any more time available than before, the important variable is drill sergeant skill.

Commanders and drill sergeants are generally agreed that they need and want information from the MAU. Commanders generally believe they get what they want/need, but drill sergeants don't. Regarding the usefulness of the information, most commanders and drill sergeants rate it as "sometimes" useful or less.

The question of drill sergeant skill has been addressed earlier and is a significant consideration in this context.

10.12.2 Recommendations: The first recommendation would be the problem solving training recommended for drill sergeants earlier. This would probably have the most promise for improving overall effectiveness in salvaging soldiers with potential for success in the Army. Assuming that there are improvements that can be made in drill sergeant problem-solving skills, this would also: 1) reduce the number of trainees needing outside assistance, 2) increase ability to determine when and to whom to refer problems that cannot be solved in the unit and 3) increase the probability and quality of followup on trainee problems in the unit.

Also recommended is followup evaluation by the MAU regarding the clarity, meaningfulness and usefulness of the trainee package they forward to the training unit.

10.13 Question #13: Is there need/opportunity for the MAU to provide followup services to MAU graduates and the receiving units?

10.13.1 Findings: Over 50% of drill sergeants responding indicated a desire for more/better contact with MAU staff after their trainees complete MAU training. Commanders were far less inclined, however.

There was less desire for the MAU staff to follow up with the trainees themselves, however.

10.13.2 Recommendations: There is no clear indication of how much and what type of additional MAU/unit contact would be desirable. The attitudes of the drill sergeants are encouraging, however. Thus, if for no reason other than public relations, it would seem desirable for the MAU staff to increase their interaction with unit personnel. The process would be a natural adjunct to the up-front contact recommended with Question #4.

10.14 Question #14: What are and should be the relationship of the MAU to organizational elements other than the training unit?

10.14.1 Findings: The MAUs appear to make good and frequent use of other resources to help them accomplish their missions. There is the possibility, however, that some of this contact would be unnecessary with more thorough diagnosis and appropriate referrals by training units.

One major issue is the relationship between the MAU and BSEP. It appears that the MAUs frequently find themselves dealing with trainee problems that are in the domain of or at least overlap that of BSEP. Part of this may be attributed to inappropriate diagnosis and referral, part to inability or reticence of the MAU to reject the referral and part to the fact that BSEP-related problems of the trainees are causally related to the problems that are in the domain of the MAU.

10.14.2 Recommendations: The factor of inappropriate diagnosis would be addressed by the recommendations accompanying earlier questions -- 1, 2, 4 and 6. Presumably, better problem identification and referral would reduce overlap between MAU and BSEP.

Where BSEP-related problems are causally related to the MAU-related factors (motivation, self-image, etc.), the question is, what do you treat first? One might suspect that treating the cause, e.g., learning deficiencies, language problems, etc. would reduce or eliminate the outward manifestations of those problems, e.g., attitudes, self-concept, etc. On the other hand, it may be necessary to reduce the anxiety, beef up self-confidence, etc. before it is possible for the trainee to cope with overcoming the basic deficiency.

The recommendation, therefore, would be to conduct further study in this area. The probability is that the answer is to deal with the situation on a case-by-case basis depending on the seriousness of either type of problem.

10.15 Question #15: Is the MAU a viable concept for other training centers with similar problems?

10.15.1 Findings: Findings are inconclusive about just how effective the MAU is. Student data indicates that a significant number of trainees return to continue and succeed in training, more in one unit than another. It remains to be shown, however, just how much of this success is directly attributable to the MAU.

Cost of success is another consideration. Assuming that a significant part of trainee success in continuing and completing training is in fact attributable to the MAU, how much is that worth in contrast to the cost of not having the MAU and losing those trainees that the unit would otherwise save, or to another alternative, e.g., increasing manpower and/or effort and skill in the training unit?

Also a consideration is, how much more effective might the MAU be, given improvement in the MAU image and the effectiveness of MAU procedures and methodologies?

And finally, what is the cost of startup? How adoptable or adaptable is the MAU concept, organization, structure, content and procedures?

10.15.2 Recommendations: It is the considered opinion of the investigators that there is a definite need for effort to deal with problems addressed by the MAU units.

It also appears that an in-unit effort by training companies, even with improved diagnosis and problem solving, would be inadequate under current conditions.

Present MAUs appear to be having a positive impact and producing results. And it also appears that there is room for improvement and, thus, increased impact.

Major problems impeding full optimization of MAU effectiveness are: 1) negative MAU image in the training unit, 2) insufficient and inappropriate referrals to the MAU and 3) insufficient evaluative data on MAU effectiveness to provide the basis for improvement of processes and results.

Other possible impediments include possible inappropriateness of content and methodologies for certain types of trainees and lack of optimum training for MAU staff.

Thus, in spite of reservations about the real impact of the MAU on trainee success due to insufficient data to determine a direct relationship, the recommendation would be for other units with similar problems to give serious consideration to adopting/adapting the MAU concept. Considerations to be made in making the final decision should include:

- o The present level of seriousness of the problems being experienced, including numbers, types and costs.
- o The potential cost vs. savings of implementing and operating a MAU
- o The amount of developmental/implementation effort required (adoption or adaptation of existing MAU procedures, methods, etc. vs. starting from scratch or making major modifications)
- o Willingness of the organization to support and provide the resources necessary to make such a unit a viable concept.

APPENDICES

- A. PROGRAM OF INSTRUCTION - MAU - FORT JACKSON, SOUTH CAROLINA
- B. PROGRAM OF INSTRUCTION - MAU - FORT BLISS, TEXAS
- C. STANDARD OPERATION PROCEDURE - MAU - FORT JACKSON, SOUTH CAROLINA
- D. MAU FORMS AND RECORD KEEPING INSTRUMENTS
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 - 2) Trainee Acknowledgement Statement/Bedding Receipt
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 - 4) MAU Trainees

APPENDIX A

PROGRAM OF INSTRUCTION

FOR

MILITARY ADJUSTMENT UNIT, VICTORY ACADEMY
FORT JACKSON, SOUTH CAROLINA 29207

APRIL 1980

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SECTION 1 - PREFACE

- A. COURSE: Fort Jackson, Military Adjustment Unit Training Course.
- B. PURPOSE: The Military Adjustment Unit is established for the purpose of:
Providing intensive leadership counseling and training for Basic Trainees and AIT Students experiencing problems adjusting to the military environment.
- C. EVALUATION: Evaluation of Basic Trainees and AIT Students regarding their potential for successful completion of military training and service.
- D. RECOMMENDATION: A recommendation will be provided to the unit Commander for retention/separation of Basic Trainees and AIT Students referred to MAU for training and evaluation.
- E. STAFFING: The Military Adjustment Unit is staffed by qualified non-commissioned officers, selected by the Deputy Commanding General.
- F. TRAINING: Training for Basic Trainees and AIT Students will be conducted IAW the POI outlined in Section III and Training Schedule at Section IV.
- G. LENGTH: Course of instruction will be self-paced, according to the needs of the individual, three to five days.
- H. CRITERIA: Criteria for entry, graduation, and administrative processing of Basic Trainees and AIT Students to MAU are outlined in Section II.
- I. TRAINING LOCATION: Buildings 6549, 6548 and 6561.
- J. OPERATION AND ADMINISTRATIVE INSTRUCTION: Upon completion of the Military Adjustment Unit training, the soldier will return to his unit with recommendation for retention in service or elimination.

SECTION II - CRITERIA FOR ENTRY AND GRADUATION FOR MILITARY ADJUSTMENT UNIT STUDENTS

1. Criteria for entry:

a. Prior to referral to MAU, Commanders will insure every effort has been made at unit level to assist the individual in resolving adjustment problems.

b. After attempts to resolve adjustment problems at unit level have been unsuccessful, the Commander will evaluate the MAU candidate for his/her potential to become a productive soldier.

c. MAU candidates must be briefed prior to referral that the reason for being attached to MAU is to assist them in resolving adjustment problems and provide a "second chance" to succeed in the Army.

d. Commanders will not refer personnel pending elimination procedures to MAU for the sole purpose of obtaining an indorsement for the discharge action. Commanders should, whenever possible, direct efforts to identify potential MAU candidates before elimination procedures have been initiated.

2. Criteria for graduation:

a. The Military Adjustment Unit provides intensive leadership counseling and training for Basic Trainees and AIT Students experiencing problems adjusting to the military environment.

b. There are no academic requirements for completion of the course of instructions and counseling.

c. After receiving the course of instructions, each soldier must demonstrate the basic personal skills and attitude which will enhance his/her ability to function successfully in a military environment. The intent of Military Adjustment Unit is not to produce skilled soldiers, but to influence attitudes and behavior that will lead them to becoming productive soldiers.

d. The soldier is evaluated on his/her performance throughout the course of instructions. To receive a recommendation for retention each soldier must obtain an overall satisfactory rating. Soldiers receiving less than an overall satisfactory rating will be recommended for elimination from service.

3. The following are areas in which the soldier is evaluated:

a. Routine performance:

(1) Performance of routine duties.

(2) Reliability.

(3) Attitude.

(4) Work details.

b. Military bearing:

- (1) Maintains proper military appearance.
- (2) Conduct during and after duty hours.
- (3) Responds to orders and instructions promptly and courteously.

c. Participation in training:

- (1) Physical training.
- (2) Classroom instructions.
- (3) Displays motivation.

d. Interaction:

- (1) Works well with others.
- (2) Works well with cadre.
- (3) Absence of arguments and fights.
- (4) Does not horseplay or ridicule others.

e. Positive action:

- (1) Seeks problem solving help.
- (2) Responds to counseling.
- (3) Discusses problems.
- (4) Accepts constructive criticism.

f. Inspection:

- (1) Barracks (personal area).
- (2) In-rank (personal appearance).

MASTER PROGRAM OF INSTRUCTION

<u>SUBJECT</u>	<u>HOURS</u>
INITIAL ORIENTATION	1
COUNSELING, PERSONNEL, PROFESSIONAL, PERFORMANCE AND CAREER	(AS REQUIRED)
INDIVIDUAL COMMITMENT	4
SMALL GROUP SEMINAR	6
GROUP AWARENESS	12
PHYSICAL READINESS TRAINING	10
DRILL AND CEREMONIES	6

NOTE: Counseling takes place concurrent with other subjects, and is based on individual needs.

COUNSELINGTIME: Individual Needs

TASK: All Military Adjustment Unit Instructors/Counselors will be required to apply the art of leadership counseling, through the process of listening, communicating advice, instruction or judgement with the intent of influencing the soldier's attitude or behavior.

PHASE I - Reception and Integration

TASK: To insure all soldiers attached to Military Adjustment Unit for training have the assurance that MAU has a personal interest in their success in the military.

TRAINER GUIDANCE:

- a. Insure the soldier knows what is expected of him while attached to Military Adjustment Unit (learn responsibilities).
- b. Insure the soldier knows the type training he will receive during his stay at MAU (transition period).
- c. Insure the soldier knows that the mission of Military Adjustment Unit is to help him help himself (development of confidence).

PHASE II - Personal/Professional Counseling

TASK: Discuss the soldier's problems with him in an effort to help him solve them. Some of the more common problems are: finances, marriage, promotions, perception of discrimination, job assignments and related matters affecting the soldier's well-being.

TRAINER GUIDANCE:

- a. Must be committed to the principle that every soldier - regardless of rank or duty assignment - has the right to be heard.
- b. Must know his limitations as a counselor.
- c. Must refer to outside agencies when necessary for professional assistance; such as: the American Red Cross, Mental Hygiene Clinic, Social Work Service, Chaplains, Legal Assistance, Inspector General, Army Emergency Relief, and the Army Community Service.

PHASE III - Performance Counseling

TASK: Communicate with the soldier the cadre assessment of the strong and weak aspects of his performance of duty, and ways in which that performance may be improved.

TRAINER GUIDANCE:

- a. Establish performance standards.
- b. Place primary emphasis upon development and learning by the soldier.
- c. Be open-minded to opinions and facts presented by the soldier.
- d. Allow the soldier to do most of the talking for the purpose of bringing his views to surface.
- e. Do not dominate or cross-examine, listen and sift out important points from the minute details, and separate facts from opinions.
- f. Give the soldier honest feed-back to provide a mutual understanding of progress.
- g. Inform the soldier of his current performance - compared with the desired standards and ways in which he can improve.
- h. Make on-the-spot corrections. Correct the soldier's deficiencies immediately when noted.
- i. Give the soldier a performance evaluation and appraisal of his actions.

PHASE IV - Motivating the Soldiers

TASK: To develop a climate that motivates the soldiers to improve their performance and attitudes.

TRAINER GUIDANCE:

- a. Acknowledge good performance.
- b. Instruct the soldier how he can improve.
- c. Use various forms of influence; such as: Mapping alternatives, recommending, persuading, urging, advising, commanding, punishment.
- d. Understand that the decision as to which alternative should be chosen, may be left entirely to the soldier.

PHASE V - Career Counseling

TASK: To influence qualified soldiers in making the decision to continue their Army careers. Make available to the soldier knowledge of those benefits which he can accrue by membership in the service.

TRAINER GUIDANCE:

- a. Have a working knowledge of DA FORM 600-3, AR 611-201 and DA FORM 611-2.

- b. Know and understand the soldier.
- c. Be aware of the soldier's attitudes, motivation and skills.
- d. Be completely familiar with the advantages and benefits of an Army career.
- e. Know all options available to the soldier.

REFERENCE: FM 22-101 and counselors' notes.

NOTE: Periods of counseling do not indicate the total time spent counseling. Counseling is based on the needs of the individual. The majority of counseling takes place while other classes are being presented and after duty hours.

b. Reinforce the meaning of patriotism and loyalty and the sacrifices made by so many so that we can enjoy the freedom that our Democracy gives us today, as opposed to a socialist or communist form of government.

c. Insure the students have a thorough understanding of patriotism, how they have enjoyed a freedom of choice (without question) all of their lives, and reinforce their loyalty to their country.

d. Show them through film what the average American thinks patriotism is and their role in it.

REFERENCE: FM 22-100, TAR 52 (Training Aid Reference) and instructors' notes.

PERIOD #2 - FORMAL AND INFORMAL CONTRACT (ONE HOUR)

TASK: To instill in the students the importance of their commitment and their obligation to fulfill their sworn oath of allegiance to the Constitution of the United States.

TRAINER GUIDANCE:

a. Explain the contract the students signed upon initial entry and how it applies to them and their responsibilities to fulfill the agreement they voluntarily signed and swore to.

b. Explain to the students the oath of allegiance and exactly what their roles are in fulfilling the oath.

c. Emphasize that whatever was promised verbally and not written into the actual contract cannot or will not be honored by the Army.

d. Show the students that once the commitment has been made and the decision to serve has been confirmed, they cannot turn away when the training seems too much for them to perform as they feel they should.

REFERENCE: FM 22-100 and instructors' notes.

PERIOD #3 - WEARING THE UNIFORM (ONE HOUR)

TASK: To instill in the students the importance of their commitment and their obligation to fulfill their sworn oath of allegiance to the Constitution of the United States.

TRAINER GUIDANCE:

a. Insure the students understand the importance of wearing the uniform correctly.

b. Emphasize the discipline required for the students to insure that each time they put on their uniforms they are representing the US Government and the civilian is very critical of a poorly dressed soldier.

c. Show the students with the aid of a training film the proper way the uniforms can be and must be worn.

d. Insure the students understand why they present a sharp and military appearance each time they wear the uniform.

REFERENCE: Instructors' notes.

PERIOD #4 - MILITARY COURTESY (ONE HOUR)

TASK: To reinforce the military courtesy as it is presented in Basic Training. Clarify to the soldiers any misconceptions they have relating to Military Customs and Courtesies and their purpose in the military.

TRAINER GUIDANCE:

- a. Define military courtesy.
- b. Explain its relationship to civilian courtesy.
- c. Explain why it is important to the military.
- d. Explain that it's a two-way street - senior to subordinate and subordinate to senior.

SMALL GROUP SEMINAR

TIME: Six hours

TASK: To conduct informal sessions to clarify misconceptions and give the soldiers a better understanding of subjects indicated.

PERIOD #1 - THE DRILL SERGEANT (TWO HOURS)

TASK: Before viewing the film "The Drill Sergeant" each soldier will discuss Basic Training/Advanced Individual Training and be made aware of the current Drill Sergeant selection and training program.

TRAINER GUIDANCE:

- a. Discuss the Basic Training and the relationship of the soldier to the Drill Sergeant.
- b. Discuss, as a conference, the Drill Sergeant mission.

- c. What the Drill Sergeant expects from the trainee soldier.
- d. What is the purpose of Basic Training and the Drill Sergeant role.
- e. What the soldier expects from the Drill Sergeant.
- f. What the Army expects from the soldier.
- g. What the current Drill Sergeant Selection standards and methods are.
- h. What training the Drill Sergeant receives.

REFERENCE: TV 823 and instructors' notes.

PERIOD #2 - AUTHORITY AND THE SOLDIER (ONE HOUR)

TASK: To make the students aware of the importance of authority and how it affects them.

TRAINER GUIDANCE:

- a. Show the student how the voice of authority works not necessarily by rank, but by the varying duties of soldiers in specific jobs, i.e., guard duty, truck driver, Military Police.
- b. Show the students the reason there is need for authority and the role they play in it, and insure they understand why compliance insures a smooth operation.
- c. Show with the use of a training film the various forms of authority and how it is used and how it couples with responsibility.
- d. Give the students through discussion an understanding of authority and how positive leadership enhances its compliance.
- e. Insure the students understand authority in its various forms and how it applies to them.

REFERENCE: TF 16-4003 and instructors notes.

PERIOD #3 - MILITARY JUSTICE (ONE HOUR)

TASK: Discuss with the soldiers the Military Judicial System and its impact on the individual soldier. Insure the students understand the UCMJ, particularly the Article 15 and non-judicial punishment in its varying degrees and the actions on their parts that can bring them face-to-face with the UCMJ.

TRAINER GUIDANCE:

- a. Insure the students know what the Article 15 is and how it affects them.
- b. Let the students know what their rights are and insure they are understood.
- c. Let the students know, in turn, what their responsibilities are and how they can meet them and how they differ from the civilian environment.
- d. Insure the students understand the punishment that may be administered for every crime committed against the UCMJ, and the punishment that can be administered for such crimes.
- e. Make sure the students understand that certain crimes committed against the civilian community subject them to be handled by civilian authority and the Army's responsibility to the community.
- f. Expose the students to different situations which subject them to the UCMJ.

REFERENCE: UCMJ and instructors' notes.

PERIOD #4 - DISCIPLINE AND THE SOLDIER (ONE HOUR)

TASK: Discuss with the soldiers what military discipline is and how it affects them as individuals. Include the importance of self-discipline.

REFERENCE: FM 22-100 and instructors' notes.

PERIOD #5 - CORRECTIONAL TREATMENT (ONE HOUR)

TASK: Before viewing the film "Correctional Treatment" each soldier will discuss the purpose of correctional treatment and adjustment program in the military.

TRAINER GUIDANCE:

- a. Discuss purpose and goals of MAU.
- b. Discuss how correctional/adjustment affects the soldier.
- c. Discuss in depth the adjustment program and its influence on the individual.
- d. Discuss what effects MAU might have on the soldier.

e.. Discuss what the advantages of MAU are.

f. Discuss goal establishment/re-establishment.

REFERENCE: FM 22-101 and TF 7-73851

GROUP AWARENESS (LECTURE/CONFERENCE)

TIME: Thirteen hours

TASK: To introduce the soldier to motivational type materials that may have a positive impact on their frame of mind and behavior while in the military.

PERIOD #1 - TWO CENTURIES OF SERVICE (ONE HOUR)

TRAINER GUIDANCE:

a. Show students the beginning of the Army and the hardships encountered by the citizen-soldiers and their involvement from a humble beginning to the technical status we enjoy now.

b. Show the systematic growth of the Army and the role played by the individual soldiers and the hardships they had to endure in the accomplishment of their mission, which they did with honor in cases throughout the "Two Centuries of Service."

REFERENCE: TAR 50 and instructors' notes.

PERIOD #2 - YOU PACK YOUR OWN CHUTE (ONE HOUR)

TASK: To insure each soldier understands the importance of being able to deal and cope with fear.

TRAINER GUIDANCE:

Discuss with the students what fear is and let them know that fear can be controlled if there is self-discipline.

REFERENCE: Instructors' notes and MF 61-5831.

PERIOD #3 - TAKE THE SMART WAY OUT (ONE HOUR)

TASK: The soldiers will view the film "Take the Smart Way Out" and discuss the types of discharges and their advantages and disadvantages.

TRAINER GUIDANCE: -

- a. Discuss with students the types of discharges.
- b. Insure the students understand the impact of less than Honorable Discharge.
- c. Insure the students understand they must serve consecutively for 179 days before they are eligible for VA benefits.
- d. Show film "Take the Smart Way Out."
- e. Determine through group discussion the class attitude towards discharge.

REFERENCE: TF 21-3947 and instructors' notes.

PERIOD #4 - SURPRISES OF FAILURE (ONE HOUR)

TASK: Make the soldiers aware that failure is not necessarily the end of the road for them and the important thing is that they keep trying.

TRAINER GUIDANCE:

- a. Determine the class definition of success and failure.
- b. Hand out questionnaires and have students fill them out.
- c. Show film "Surprises of Failure" and have students follow along with their questionnaires, as the personalities are discussed.
- d. Discuss the group definition of success and failure again and reinforce the importance of constant and sustained effort.
- e. Make the students aware that failure occurs many times before eventual success.
- f. Make sure the students understand the meaning of failure and how it affects them and how they can overcome their failures if they have the desire.
- g. Show the students through the use of a training film some of our most famous people who failed at first and through perseverance finally reached their goal.

REFERENCE: SF 20-574 and instructors' notes.

PERIOD #5 - SECOND EFFORT (ONE HOUR)

TASK: Discuss the importance of a second effort when we feel ourselves wanting to quit.

TRAINER GUIDANCE:

- a. Discuss the "late great" football coach Vince Lombardi, five motivators and how they may relate to a soldier in Basic Training and AIT.
- b. Show film "Second Effort."
- c. Conduct group discussion on contents of film, and how it relates to them in the military.

REFERENCE: MF 16-5664 and instructors' notes.

PERIOD #6 - ~~COMRADE SOLDIER~~ (ONE HOUR) EPMS

TASK: The soldiers will discuss the benefits, advantages and relative disadvantages of military service as far as they see it - prior to viewing the film "Comrade Soldier."

TRAINER GUIDANCE:

- a. Discuss and mediate a group discussion about the considerations of military service.
- b. Show the film "Comrade Soldier."
- c. Discuss and compare the identified advantages the Soviet soldier gains in his service.

REFERENCE: TF 16-4036 color 23 minutes 1973

PERIOD #7 - TOUR OF 4TH CST BDE SCHOOLS (FOUR HOURS)

TASK: To give each MAU Basic Training soldier an opportunity to observe AIT students working in their MOS training. In an attempt to instill in the MAU soldier the motivation and desire to reach that milestone in their Army career. Also to erase some of the fears the soldiers may have relating to their future in the Army after completing Basic Training.

TRAINER GUIDANCE:

- a. Tour the Cook School at 1300, Building #5340.
- b. Tour the Supply School at 1400, Building #2119.
- c. Tour the Wheel Vehicle Mechanic School at 1445, Building #2179.
- d. Tour the Administrative School at 1520, Building #2300.

e. Return to unit area at 1600, and critique tour to determine impact on students.

REFERENCE: Unit SOP and instructors' notes .

PERIOD #8 - THE WINNING EDGE (ONE HOUR)

TASK: The students will view the film "The Winning Edge" and discuss its meaning relative to success.

TRAINER GUIDANCE:

- a. Show the film "The Winning Edge" without transition discussion.
- b. Discuss the points identified in the film that lead to failure..
- c. Discuss and reinforce the ideas that contribute to success.

REFERENCE: TAR 56 and instructors' notes.

PERIOD #9 - SOLDIER THIS IS WHY YOU'RE NEEDED (ONE HOUR)

TASK: Before viewing the film "Soldier This is Why You're Needed", discuss with students the importance of the role they play in the US Army, and how their efforts, abilities and knowledge can be put to use in making the military function more effectively.

TRAINER GUIDANCE:

- a. Discuss purpose and goals of the military (short history background US Army).
- b. Discuss why the military needs the soldier.
- c. Discuss why soldiers must be well disciplined and trained.
- d. Discuss how each MOS plays a big role in today's Army.
- e. Discuss how the US responds to any form of aggressive - conventional or nuclear - threat in any part of the world.

REFERENCE: TAR 47 and instructors' notes.

PERIOD #10 - BACK TO TRAINING, WHAT TO EXPECT (ONE HOUR)

TASK: Conduct a group seminar on what the soldier can expect upon re-entering training.

GUIDANCE:

Discuss with each student that he must display motivation, military personal conduct and be responsible for his actions.

Discuss with each student that he may be transferred to another unit, in the training missed.

Discuss with each student that the final decision in his case rests on the discharge authority.

Clarify students' questions on re-entering training.

Give each student an information card from MAU.

REFERENCE: Unit SOP and instructors' notes.

AND CEREMONIES

Six hours

To positively reinforce drill as presented in Basic Training, to include drill as an individual and team motivator to enhance the students' overall performance.

NEEDER GUIDANCE:

- a. Explain to students the commands such as: FALL IN and SQUAD (PLATOON) ATTENTION.
- b. Explain to students the rest position at the halt and demonstrate AT-EASE-REST, STAND AT-EASE, AT-EASE and REST.
- c. Explain and demonstrate to the students facing movements at the halt. Facing movements taught will be RIGHT-FACE, LEFT-FACE and ABOUT FACE.
- d. Explain and demonstrate the hand salute.
- e. Explain and demonstrate the steps in marching of the individual soldier.
- f. Explain and demonstrate Manual of Arms with the M16A1 rifle.
- g. Explain and demonstrate to the students how individual drill movements are executed while performing as a team member of a squad. The instruction will include forming the squad, dismissing the squad and marching the squad.

PHYSICAL READINESS TRAINING (PRT)

TIME: Ten hours

TASK: To reinforce physical training as presented in Basic Training. Using Baseline exercise package 1-19.

TRAINER GUIDANCE:

- a. Select the entry level and package to be used.
- b. Demonstrate each exercise.
- c. If remedial training is needed, an observation report should be placed in service member's training records.
- d. Physical training will be conducted a minimum of three times each day.

REFERENCE: FM 21-20, Baseline Physical Training Program Draft, dated Sep 78.

MAU
TRAINING SCHEDULE

DAY I/TEAM I

TIME PRESENTED

SUBJECT

0500	TROOP WAKEUP
0530	PHYSICAL READNESS TRAINING (PRT)
0600	BREAKFAST (TFP)
0730	TEAM WORK (ALL) BARRACKS CLEAN-UP
0800	DRILL & CEREMONIES (ALL STUDENTS)
0900	GROUP SEMINAR (PATRIOTISM)
1000	GROUP AWARENESS (FORMAL & INFORMAL CONTRACT)
1100	PHYSICAL READNESS TRAINING (PRT)
1130	LUNCH (TFP)
1300	DRILL & CEREMONIES (ALL STUDENTS)
1400	GROUP AWARENESS (SOLDIER THIS IS WHY YOU'RE HERE)
1500	PERSONAL COUNSELING (TAKE THE SMART WAY OUT)
1600	PHYSICAL READNESS TRAINING (PRT)
1630	DINNER (TFP)
1800	TEAM WORK (ALL)
2100	LIGHTS OUT/BED CHECK

DAY II/TEAM I

0500	TROOP WAKEUP
0530	PHYSICAL READNESS TRAINING (PRT)
0600	BREAKFAST (TFP)
0730	TEAM WORK (ALL) BARRACKS CLEAN-UP
0800	DRILL & CEREMONIES (ALL STUDENTS)
0900	GROUP SEMINAR (MILITARY JUSTICE-UCMJ)
1000	COUNSELING (GROUP) (NON-JUDICIAL ACTION-Art 15)
1100	PHYSICAL READNESS TRAINING (PRT)
1130	LUNCH (TFP)
1300	DRILL & CEREMONIES (ALL STUDENTS)
1400	SECOND EFFORT
1500	EPMS
1600	PHYSICAL READNESS TRAINING (PRT)
1630	DINNER (TFP)
1800	TEAM WORK (ALL STUDENTS)
2100	LIGHTS OUT/BED CHECK

TIMESUBJECTDAY III/TEAM II

0500	Troop Wake-Up
0530	Physical Readiness Training (PRT)
0615	Breakfast (TFP)
0730	Teamwork (all) Barracks Clean Up
0800	Drill & Ceremonies (all students)
0900	Group Awareness (Two Centuries of Service)
1000	Group Seminar (The Winning Edge/Responsibility)
1100	Physical Readiness Training (PRT)
1145	Lunch (TFP)
1300	Drill & Ceremonies (all students)
1400	Counseling (Group) (Have You Reached a Verdict)
1500	Performance Counseling (Progress Critique) (MacArthur Story)
1600	Physical Readiness Training (PRT)
1700	Supper (TFP)
1800	Teamwork (all)
2000	Personal Time
2100	Lights Out/Red Check

DAY IV/TEAM II

0500	Troop Wake-Up
0530	Physical Readiness Training (PRT)
0615	Breakfast (TFP)
0730	Teamwork (all) Barracks Clean Up
0800	Drill & Ceremonies (all students)
0900	Group Seminar (Mirror, Mirror)
1000	Group Awareness (You Pack Your Own Chute)
1100	Physical Readiness Training (PRT)
1145	Lunch (TFP)
1300	Drill & Ceremonies (all students)
1400	Group Seminar (The Drill Sergeant)
1500	Career Counseling (Group) (The New Breed)
1600	Physical Readiness Training (PRT)
1700	Supper (TFP)
1800	Teamwork (all)
2000	Personal Time
2100	Lights Out/Red Check

SUBJECT

A-22

V/TEAM III

00	Troop Wake Up
30	Physical Readiness Training (PRT)
15	Breakfast (TFP)
30	Teamwork (all) Barracks Clean up
00	Drill & Ceremonies (all Students)
100	Final Counseling (Back to Training, What to Expect)
100	Out Processing
100	Physical Readiness Training (PRT)
145	Lunch (TFP)
300	Return to Unit

SATURDAY ONLY

0600	Troop Wake Up
0645	Physical Readiness Training (PRT)
0730	Personal Hygiene
0800	Breakfast (TFP)
0850	Drill & Ceremonies
1000-1200	Preparation for Inspection
1200-1300	Dinner (TFP)
1300-1400	In-Ranks Inspection
1430-1530	Supper (TFP)
1600-1630	Teamwork (Barracks Inspection)
1630-1700	Performance Critique of Inspection

SUNDAY (DUTY NCO) ONLY

0700	Troop Wake Up
0730-0900	Barracks Clean Up
0800-0900	Breakfast (TFP)
0900-1000	Barracks Maintenance
1000-1200	Church Sign Out (For SM Wanting to Attend)
1200-1300	Dinner (TFP)
1300-1430	Commandant's Time (Positive Control)
1430-1500	Supper (TFP)
1500-1930	Commandant's Time (Positive Control)
1930-2030	Preparation for Monday Training, Uniform and Boots
2100	Lights Out/Bed Check

TRAINING NOTES

1. Uniform for all training will be duty.
2. Daily the following training can be conducted that is reflected on training schedule:
 - a. Tour of 4th CST Bde Schools (Thursday 1300-1600).
 - b. Attend BT Graduation (as occur in training).
 - c. Confidence Obstacle Course (as weather permits).
 - d. Victory Lane (as weather permits).
 - e. Log exercise (as needed).
 - f. Victory Tower.
3. Sunday: 0700-1300, following may be conducted: Attend Church, Cdr's Time.

Indicated below are optional films that may be used on training day shown:

DAY I - "Wearing of the Uniform", "Mirror, Mirror."

DAY II - "Correctional Treatment", "Heritage of the Soldier."

DAY III - "Tale of Two Skiers."

APPENDIX B

**MILITARY ADJUSTMENT UNIT
1st ADA Training Brigade
Fort Bliss, Texas 79916**

1. Preface
2. Criteria for Entry and Graduation
3. Program of Instruction
4. Training Schedule
5. MAU Trainee Evaluation Form
6. MAU Trainee Questionnaire

October 1980

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SECTION I	Preface
SECTION II	Criteria For Entry and Graduation
SECTION III	Program of Instruction
SECTION IV	Training Schedule

SECTION I

Preface

- A. Course: Military Adjustment Unit, 1st ADA Training Brigade, Fort Bliss, Texas
- B. Purpose: The Military Adjustment Unit (MAU) is established for the purpose of providing intensive leadership, counseling, and training for soldiers undergoing One Station Unit Training (OSUT) experiencing problems adjusting to the military environment.
- C. Evaluation: Evaluation of OSUT soldiers regarding their potential for successful completion of military training and enlistment contract.
- D. Recommendation: A recommendation will be provided to the battery commander for retention/separation of soldiers referred to the MAU for training and evaluation.
- E. Staffing: The Military Adjustment Unit is staffed by qualified noncommissioned officers selected by the Brigade MAU NCOIC and the Brigade Command Sergeant Major.
- F. Training: Training will be conducted IAW the POI outlined in Section III and training schedule at Section IV (as required).
- G. Length: The course of instruction will be self-paced according to the needs of the individual (three to five days).
- H. Criteria: Criteria for entry, graduation, and administrative processing of OSUT trainees to MAU are outlined in Section II.
- I. Training Location: Building 4938.
- J. Operation and Administrative Instructions: Upon completion of the Military Adjustment Unit Course, the soldier will return to his unit with recommendations for retention/elimination from the Army.

SECTION II

Criteria For Entry and Graduation

A. Criteria For Entry:

1. Prior to referral to MAU, commanders will insure every effort has been made at unit level to assist the individual in resolving adjustment problems.
2. After attempts to resolve adjustment problems at unit level have been unsuccessful, the commander will evaluate the MAU candidate for his/her potential to become a productive soldier.
3. MAU candidates will be briefed prior to referral that the reason for being attached to the MAU is to assist them in resolving adjustment problems and provide a "second chance" to succeed in the Army.
4. Commanders will not refer personnel pending elimination procedures to MAU for the sole purpose of obtaining an indorsement for discharge action. Commanders should, whenever possible, direct efforts to identify potential MAU candidates before elimination procedures have been initiated.

B. Criteria For Graduation:

1. The Military Adjustment Unit provides intensive leadership, counseling, and training for trainees experiencing problems adjusting to the military environment.
2. There are no academic requirements for completion of the MAU course.
3. After receiving the course of instruction, each soldier must demonstrate the basic personal skills and attitude which will enhance his/her ability to function successfully in a military environment. The intent of the MAU is not to produce skilled soldiers, but to influence attitudes and behavior that will lead them to becoming productive soldiers.
4. The soldier is evaluated on his/her performance throughout the course of instructions. To receive a recommendation for retention, each soldier must obtain an overall satisfactory rating. Soldiers receiving less than an overall satisfactory rating will be recommended for elimination.
5. Upon the recommendation that a soldier be attached to the MAU, the parent unit will telephonically coordinate the pending attachment with the MAU NCOIC. Commanders must insure that the soldier understands why he/she is being sent to the MAU. Under no circumstances, should the soldier be told that he/she is being sent to the MAU for discharge.
6. Soldiers will be escorted by their drill sergeant and will provide the MAU with statements indicating the individual's shortcomings and FB Form 1070 (both may be hand written).

7. An initial interview of the soldier by MAU cadre and his drill sergeant will be conducted with the objective of identifying problems and orienting the soldier on the MAU.

8. In an effort to provide MAU students with a training program that will best help the soldier adjust to military environment, the students will be required to satisfactorily complete the inclosed course of instructions. To best place the students into the program, students will be accepted at the MAU from 0630 - 1000 hours on Monday and Wednesday. Special cases will be handled as required.

9. The inclosed form will be used to evaluate MAU students.

DISPOSITION FORM

For use of this form, see AR 340-15, the proponent agency is TAGCEN.

DISPOSITION FORM (Form 96)

Military Adjustment Unit Evaluation

(Name)

(SSN)

(Unit)

TO

FROM

DATE

CMT 1

a. Routine performance

- (1) Performance of routine duties
- (2) Reliability
- (3) Attitude

Satisfactory Marginal Unsat

b. Military bearing

- (1) Maintains proper military appearance
- (2) Conduct
- (3) Obedience to orders

c. Participation in training

- (1) Physical training and drill
- (2) Classroom instruction
- (3) Displays motivation

d. Interaction

- (1) Works well with peers
- (2) Works well with cadre

e. Positive action

- (1) Seeks problem solving help
- (2) Responds to counseling
- (3) Discusses problem
- (4) Accepts constructive criticism

f. Inspection

- (1) Barracks (personal area)
- (2) In-rank (personal appearance)

OVERALL EVALUATION

GO

MARGINAL

NO GO

COMMENTS:

USAADS FL 110 (1st ADATB) 15 Sep 80

APPP-FBT

DA FORM 2496

REPLACES DD FORM 96, WHICH IS OBSOLETE.

U.S.GPO. 1979-0-310-081/1120

SECTION III
Program of Instructions

SUBJECT	TIME
Initial Orientation	1 Hour
Group Seminar	3 Hours
Counseling	As Required
Group Awareness	7 Hours
Physical Readiness Training	8 1/2 Hours
Tactical Road March	4 Hours
Drill and Ceremonies	2 Hours
Adventure Training	6 Hours

NOTE: Counseling takes place concurrent with other subjects and is based on individual needs.

ATTACHMENT 1

Program of Instruction

INITIAL ORIENTATION

TIME: One Hour

TASK: To familiarize the soldier with the motivational functions of the Military Adjustment Unit. To instill in the soldier the inclination to become a productive soldier.

TRAINER GUIDANCE:

- a. Try to put the students at ease and assure them that this is a motivational unit and each soldier has a part in it.
- b. Assist the students to gain confidence in their ability to accomplish their goals. Through counseling and instructions, the student will gain insight on their ability to train and mature in the Army.
- c. Show the students the importance of accepting authority and discipline and instill in them the comradeship that is important to the accomplishment of the Army's peacetime and wartime missions.
- d. Explain to the student the two Army ways to motivate a person. It can get him to see that a desired action will increase his need, fulfillment, or convince him that he must follow a course of action to avoid a decreased need fulfillment.
- e. Discuss the purpose and goals of the MAU.
- f. Discuss what the advantages of the MAU are.
- g. Discuss how correctional/adjustment affects the soldier.
- h. Discuss in depth the adjustment program and its influence on the individual.
- i. Discuss goal establishment/re-establishment.

GROUP SEMINARS

TIME: Three Hours

TASK: To conduct informal sessions to clarify misconceptions and give the soldier a better understanding of subjects indicated.

Military Discipline (One Hour)

TASK: Discuss with the soldier what military discipline is and how it affects them as individuals, to include the importance of self-discipline.

Authority and the Soldier (One Hour)

TASK: To make the soldier aware of the importance of authority and how it affects them.

TRAINER GUIDANCE:

- a. Show the students how the voice of authority works, not necessarily by talk, but by varying duties of soldiers in specific jobs; i.e., guard duty, truck driver, military police.
- b. Show the soldier the reason there is a need for authority and the role they play in it and insure they understand why compliance insures a smooth operation.
- c. Show with the use of a training film the various forms of authority and how they are used and how they couple with responsibility.
- d. Give the soldiers, through discussion, an understanding of authority and how positive leadership enhances their compliance.
- e. Insure the students understand authority in its various forms and how it applies to them.

Team Effort (One Hour)

TASK: Show with the use of a training film the advantages of teamwork, and present methods of dealing with self and others in challenging, real time situations. Show the soldiers how to succeed and excel as a group in competition with other teams.

COUNSELING

TIME: Individual Needs

TASK: All Military Adjustment Unit instructors/counselors will be required to apply the art of leadership counseling through the process of listening, communicating advice, instruction or judgement with the intent of influencing the soldier's attitude or behavior.

PHASE I - Reception and Integration

TASK: To insure all soldiers attached to the Military Adjustment Unit for training have the assurance that MAU has a personal interest in their success in the Army.

TRAINER GUIDANCE:

- a. Insure the soldier knows what is expected of him while attached to the Military Adjustment Unit (learn responsibilities, motivation, and achievement drives).
- b. Insure the soldier knows the type of training he will receive during his stay at the MAU (transition period).
- c. Insure that the soldier knows that the mission of the MAU is to help him help himself (development of confidence, social maturity, healthy respect for their superiors and peers).

PHASE II - Personal/Professional Counseling

TASK: Discuss the soldier's problems with him in an effort to help him solve them. Some of the more common problems are perception of discrimination, job assignments and related matters affecting the soldier's well-being, finances, marriage, and promotions.

TRAINER GUIDANCE:

- a. Must be committed to the principle that every soldier, regardless of rank or duty assignment, has the right to be heard.
- b. Must know his limitations as a counselor.
- c. Must refer to outside agencies when necessary for professional assistance such as Mental Hygiene Clinic, Social Work Service, chaplains, legal assistance, Inspector General, Army Emergency Relief, American Red Cross, and the Army Community Service.

PHASE III - Performance Counseling

TASK: Communicate with the soldier, the cadre assessment of the strong and weak aspects of his performance of duty and ways in which that performance may be improved.

TRAINER GUIDANCE:

- a. Establish performance standards.
- b. Place primary emphasis upon development and learning by the soldier.
- c. Be open-minded to opinions and facts presented by the soldier.
- d. Allow the soldier to do most of the talking for the purpose of bringing his views to the surface.
- e. Do not dominate or cross-examine; listen and sift out important points from the minute details and separate facts from opinions.
- f. Give the soldier honest feed-back to provide a mutual understanding of progress.
- g. Inform the soldier of his current performance compared with the desired standards and ways in which he can improve.
- h. Make on the spot corrections. Correct the soldier's deficiencies immediately when noted.
- i. Give the soldier a performance evaluation and appraisal of his actions.

PHASE IV - Motivating the Soldier

TASK: To develop a climate that motivates the soldier to improve his performance and attitudes.

TRAINER GUIDANCE:

- a. Acknowledge good performance.
- b. Instruct the soldier on how he can improve.
- c. Use various forms of influence such as mapping alternatives, recommending, persuading, urging, advising, commanding, and punishment.
- d. Understand that the decision as to which alternative should be chosen may be left entirely to the soldier.

GROUP AWARENESS

TIME: Seven Hours

Comrade Soldier (One Hour)

TASK: The soldiers will discuss the benefits, advantages, and relative disadvantages of military service as far as they see it prior to viewing the film "Comrade Soldier."

TRAINER GUIDANCE:

- a. Discuss and mediate a group discussion about the considerations of military service.
- b. Show the film "Comrade Soldier."
- c. Discuss and compare the identified advantages the Soviet soldier gains in his service.

Patriotism - Individual Commitment (One Hour)

TASK: To instill in the soldier the importance of his commitment and his obligation to fulfill his sworn oath of allegiance to the Constitution of the United States.

TRAINER GUIDANCE:

- a. Seek the soldiers' interpretation of patriotism and what it means to each.
- b. Reinforce the meaning of patriotism and loyalty and sacrifices made by so many, so that we can enjoy the freedom that our democracy gives us today as opposed to a socialist or communist form of government.
- c. Insure soldiers have a thorough understanding of patriotism, how they have enjoyed a freedom of choice all of their lives, and reinforce their loyalty to their country.
- d. Show them, through a film, what the average American thinks patriotism is and their role in it.

Visit Installation Detention Facility (One Hour)

This instruction is provided by the warden at the Installation Detention Facility in an effort to discourage future misbehavior.

Man From the Boys (One Hour)

TASK: To impress on the individual soldier that he alone can deliberately change habits of emotional response, and to explain to the soldiers that at times

even the bravest individual will, in a new environment, at first experience uncertainty and at times negative emotion.

TRAINER GUIDANCE:

- a. Show the students how to substitute fear with positive feeling.
- b. Motivate the students by giving them confidence in themselves.

Big Mo - Parts I, II and III (Three Hours)

TASK: To make the soldier aware that regardless of what he has been or what he is, he can be what he wants to be if he acts with a positive mental attitude; that by going the extra mile he will change the course of his career for the better.

TRAINER GUIDANCE:

- a. Show the soldier that he can succeed where he has failed because he has learned the value of working with a positive mental attitude.
- b. Show the soldiers, through film, that individuals succeed or fail because they are or are not motivated.
- c. Impress on the students that success must be continually practiced, or it will take wings and fly away.
- d. Advise soldiers to develop a technique that can be used to analyze the requirements of a given task and to obtain maximum results from every working hour.
- e. Impress on the students how a positive mental attitude can overcome defeat and accomplish worthwhile creative values in life.

PHYSICAL READINESS TRAINING

TIME: Eight and one-half Hours

TASK: To reinforce physical readiness training which is designed to improve physical condition, develop physical and mental stamina, develop self-confidence, present constructive ways to utilize time, stimulate peer teamwork, and provide opportunity for the soldier to compete, succeed, and excel. The program is designed to develop the soldier physically; build esprit through good, tough physical training.

TRAINER GUIDANCE:

Conditioning drills one, two or three combined with running and road marches (six miles or longer), confidence obstacle course, conditioning obstacle course and organized athletics may be scheduled periodically to add variety and challenge.

TACTICAL ROAD MARCH

TIME: Four Hours

TASK: To build endurance and esprit de corps.

TRAINER GUIDANCE:

Explain to individuals the action/requirements during marches, at halts, and after marches to include:

- a. Camouflage and Concealment.
- b. March Discipline.
- c. Personal Hygiene.
- d. Field equipment for march will include:
 - (1) Helmet with liner.
 - (2) LCE.
 - (3) Field pack/combat.
 - (4) Ammo pouches.
 - (5) Canteen cover/canteen.
- e. Orient trainees on march requirements.

DRILL AND CEREMONIES

TIME: Four Hours

TASK: To positively reinforce drill as presented in basic training to include performing drill as an individual and team motivator. To enhance the student's overall performance.

TRAINER GUIDANCE:

- a. Explain to students the commands such as fall in, squad (platoon) attention and facing movements.
- b. Explain to the soldiers the rest positions at the halt and demonstrate parade rest, stand at ease, at ease and rest.
- c. Explain and demonstrate to the students facing movements at the halt. The movements taught will be right face or left face and about face.
- d. Explain and demonstrate the hand salute.
- e. Explain and demonstrate the steps in marching of the individual soldier.
- f. Explain and demonstrate to the soldiers how individual drill movements are executed while performing as a team member of the squad. The instruction will include forming the squad, dismissing the squad, and marching the squad.

ADVENTURE TRAINING

TIME: Six Hours

TASK: To develop self-confidence and improve motivation by negotiating the Conditioning Obstacle Course and Confidence Obstacle Course.

TRAINER GUIDANCE:

- a. Explain and demonstrate to the students the proper method of negotiating each obstacle.
- b. Discuss with students what fear is and how fear can be controlled if there is self-confidence.
- c. Let the students know that this training is provided to develop the individual's self-confidence, to improve motivation, to improve physical conditioning and coordination, and to provide the opportunity for the soldier to compete, succeed, and excel in a competitive activity.

ATTACHMENT 2

Training Schedule

SECTION IV
TRAINING SCHEDULE

Day One

0430-0500	Troop wake up and personal hygiene
0500-0530	Physical readiness training
0530-0700	Personal hygiene, breakfast and barracks clean up
0700-0800	Initial counseling observation (social workers)
0800-0900	Group seminar (military discipline)
0900-0945	Drill and ceremonies
0945-1030	Group seminar (authority and the soldier)
1030-1130	Physical readiness training
1130-1300	Lunch
1300-1400	Performance counseling (individual)
1400-1600	Group counseling
1600-1700	Physical readiness training
1700-1800	Supper
1800-1900	Teamwork (all)
1900-2100	Personal time (care and cleaning personal clothing and equipment)
2100	Lights out/bedcheck

NOTE: Individual counseling will be done concurrent with other subjects and will be based on individual needs.

TRAINING SCHEDULE

Day Two

0430-0500 Troop wake up and personal hygiene
0500-0530 Physical readiness training
0530-0700 Personal hygiene, breakfast and barracks clean up
0700-0730 Inspection of billets and training formation
0730-0830 Group awareness (comrade soldier)
0830-0930 Group awareness (Patriotism) "have it your way"
0930-1130 Adventure training (both conditioning obstacle course and confidence obstacle course)
1130-1300 Lunch
1300-1400 Group awareness (visit Installation Detention Facility)
1400-1500 Performance counseling (individual)
1500-1600 Group awareness (man from the boys)
1600-1700 Physical readiness training
1700-1800 Supper
1800-1900 Teamwork (all) positive control
1900-2100 Personal time (same as day one)
2100 Lights out/bedcheck

TRAINING SCHEDULE

Day Three

0430-0500 Troop wake up and personal hygiene
0500-0530 Physical readiness training
0530-0700 Personal hygiene, breakfast and barracks clean up
0700-0730 Inspection of billets and training formation
0730-0800 Preparation for road march (orientation)
0800-1130 Tactical road march (six miles) and conditioning obstacle course
1130-1300 Lunch
✓ 1300-1500 Group counseling (group one and two)
1400-1500 Final counseling (group one) progress critique/what to expect
1500-1600 Physical readiness training
1600-1700 Preparation to return to unit; inspection/return to unit
1700-1800 Supper
1800-1900 Teamwork (all)
1900-2100 Personal time (same as day one)

TRAINING SCHEDULE

Day Four

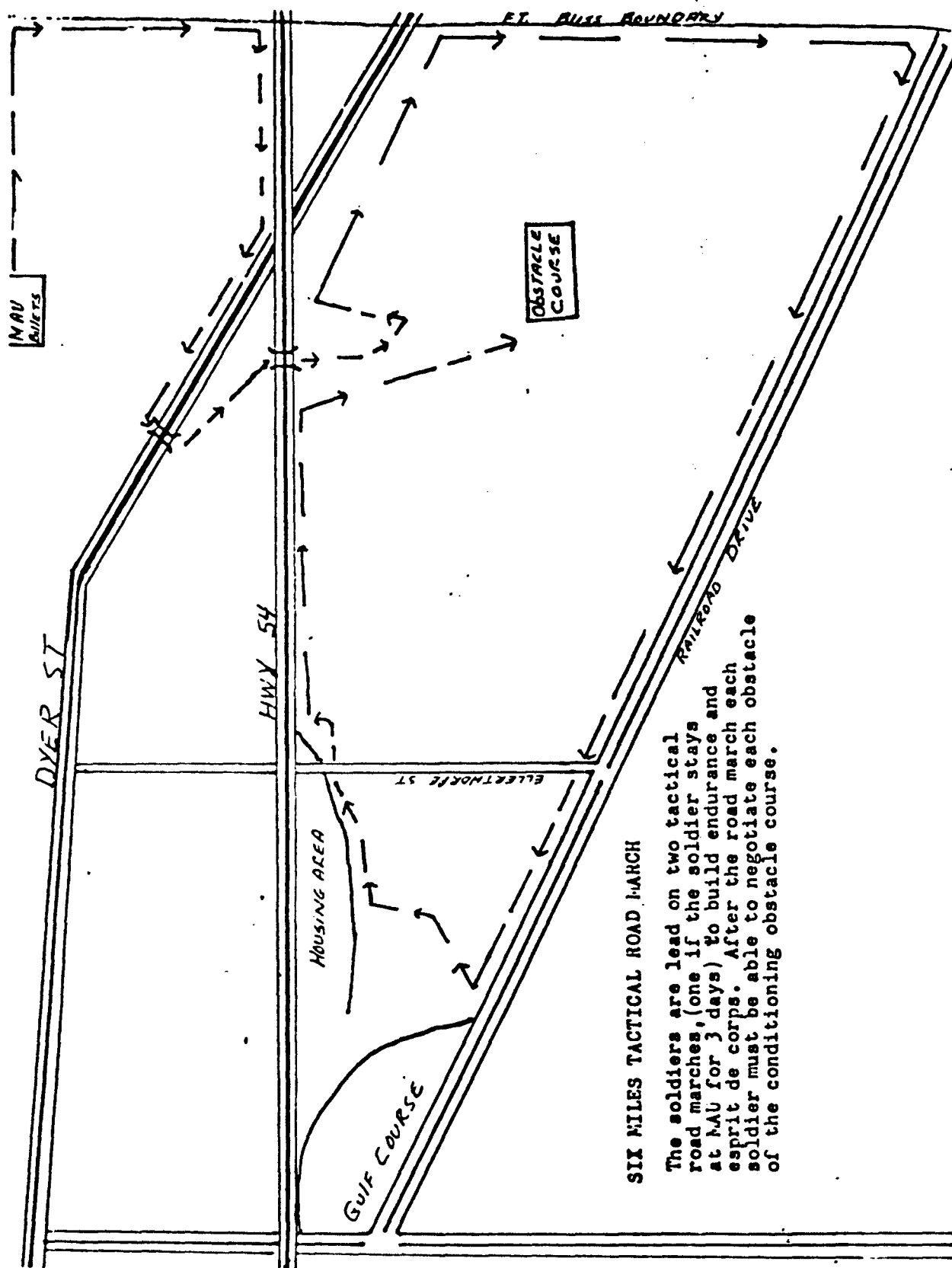
0430-0500 Troop wake up and personal hygiene
0500-0530 Physical readiness training
0530-0700 Personal hygiene, breakfast and barracks clean up
0700-0730 Inspection of billets and training formation
0730-0830 Group awareness (Big Mo - Part 1)
0830-0930 Group awareness (Big Mo - Part 2)
0930-1130 Adventure training (both conditioning obstacle course and confidence obstacle course)
1130-1300 Lunch
1300-1400 Group seminar (team effort)
1400-1500 Drill and ceremonies
1500-1600 Group awareness (Big Mo - Part 3)
1600-1700 Physical readiness training
1700-1800 Supper
1800-1900 Teamwork (all)
1900-2100 Personal time (same as day one)
2100 Lights out/bedcheck)

TRAINING SCHEDULE

Day Five

0430-0500 Troop wake up and personal hygiene
0500-0530 Physical readiness training
0530-0700 Personal hygiene, breakfast and barracks clean up
0700-0730 Inspection of billets and training formation
0730-1130 Tactical road march (six miles) and conditioning obstacle course
1130-1300 Lunch
2 1300-1500 Group/individual performance counseling (progress critique) final counseling (what to expect)
1500-1600 Physical readiness training
1600-1700 Preparation to return to unit/inspection of personal appearance

NOTE: Personnel will be in high state of personal appearance before departing to his unit.



SIX MILES TACTICAL ROAD MARCH

The soldiers are lead on two tactical road marches, (one if the soldier stays at MAU for 3 days) to build endurance and esprit de corps. After the road march each soldier must be able to negotiate each obstacle of the conditioning obstacle course.

Physical training for personnel who failed the APRT due to lack of motivation.

0500-0530 Required repetitions of each event on the APRT and two mile run

0700-0900 Commandant's time (positive control)

0900-1000 Required repetitions of each event on the APRT and two mile run

1000-1130 Commandant's time (positive control)

1130-1300 Lunch

1300-1400 Required repetitions of each event on the APRT and two mile run

1400-1600 Commandant's time (positive control)

1600-1700 Required repetitions of each event on the APRT and two mile run

NOTE: Conditioning drills one, two or three combined with running and road marches (six miles or longer), confidence obstacle course, conditioning obstacle course and organized athletics may be scheduled periodically to add variety and challenge.

SATURDAY ONLY (DUTY NCO)

030-0600 Troop wake up and personal hygiene
0600-0700 Breakfast
0700-0800 Barracks clean up/police call
0800-0900 Physical readiness training
0900-1130 Preparation for inspection
1130-1300 Lunch
1300-1330 Inspection (barracks inspection)
1330-1400 Performance critique of inspection
1400-1700 Commandant's time (positive control)
1700-1800 Supper

SUNDAY (DUTY NCO)

0600-0630 Troop wake up
0630-0730 Breakfast
0730-1000 Barracks maintenance/police call
1000-1200 Church sign out (for SM wanting to attend)
1200-1300 Lunch
1300-1700 Commandant's time (positive control)
1700-1800 Supper
1800-2000 Commandant's Time (positive control)
2000-2200 Preparation of Monday training
2200 Lights out/bedcheck

TRAINING NOTES

1. Uniform for all training will be duty.
2. Sunday: 0700-1300, following may be conducted:
 - a. Attend church.
 - b. Commandant's time.
3. Indicated below are optional films that may be used on training days:
Day One: Medal of Honor/Team Spirit
Day Two: The Zombie - Manhood and the Army
Day Three: The Heart of the Army Air Defense

ATTACHMENT 3

MAU Trainee Evaluation Form

DISPOSITION FORM

For use of this form, see AR 340-15, the proponent agency is TAGCEN.

OFFICER'S NAME (Last, First, Middle)

Military Adjustment Unit Evaluation

(Name)

(SSN)

(Unit)

TO

FROM

DATE

CMT 1

a. Routine performance

- (1) Performance of routine duties
- (2) Reliability
- (3) Attitude

Satisfactory Marginal Unsat

b. Military bearing

- (1) Maintains proper military appearance
- (2) Conduct
- (3) Obedience to orders

c. Participation in training

- (1) Physical training and drill
- (2) Classroom instruction
- (3) Displays motivation

d. Interaction

- (1) Works well with peers
- (2) Works well with cadre

e. Positive action

- (1) Seeks problem solving help
- (2) Responds to counseling
- (3) Discusses problem
- (4) Accepts constructive criticism

f. Inspection

- (1) Barracks (personal area)
- (2) In-rank (personal appearance)

OVERALL EVALUATION

GO

MARGINAL

NO GO

COMMENTS:

SECTION III

Program of Instructions

SUBJECT	TIME
Initial Orientation	1 Hour
Group Seminar	3 Hours
Counseling	As Required
Group Awareness	7 Hours
Physical Readiness Training	8 1/2 Hours
Tactical Road March	4 Hours
Drill and Ceremonies	2 Hours
Adventure Training	6 Hours

NOTE: Counseling takes place concurrent with other subjects and is based on individual needs.

ATTACHMENT 5

MAU Trainee Questionnaire

DISPOSITION FORM

For use of this form, see AR 340-15, the proponent agency is TAGCEN.

REFERENCE OR OFFICE SYMBOL	SUBJECT		
	Military Adjustment Unit (MAU) Policy Statement		
TO SDS	FROM	DATE	CMT 1
	Indiv concerned		
<p>1. This is to certify that I fully understand the policies of the Military Adjustment Unit (MAU).</p> <p>2. I fully understand that while I am attached to the MAU I am restricted to the limits of the unit area. The only time I may leave the unit area is when I have permission from the MAU cadre, and even with permission, I understand that I must return to the unit area without violating my instructions.</p> <p>3. I fully understand that I will never visit any Post Exchange while attached to the MAU unless I am accompanied by MAU cadre.</p> <p>4. I fully understand that if I have any military appointments I will sign out before departing the unit area, and report in when I return to the unit area by signing in.</p> <p>5. I fully understand that MALE personnel are not authorized in FEMALE barracks and FEMALE personnel are not authorized in MALE barracks.</p> <p>6. I fully understand that I will not wear civilian clothing while attached to the MAU, unless authorized by the unit cadre.</p> <p>7. I fully understand that during the absence of the unit cadre the charge of quarters is my superior.</p> <p>8. I fully understand that the only visitors that I can have will be my immediate family. The building for those visitors is Bldg 4938, MAU day room.</p> <p>9. I fully understand that all my visitors will check in with the charge of quarters when they enter the unit area. There will be NO visitors in Bldg 4929 (barracks).</p> <p>10. I fully understand that at 2200 hours I will be in my bed and the lights will be turned off.</p> <p>11. I fully understand that Saturday and Sunday restriction is the same as weekday restriction.</p> <p>12. I fully understand that the only place I will go on weekends (i.e. Saturday or Sunday) is to church after clearing with the charge of quarters.</p> <p>13. I fully understand that there will be absolutely NO SMOKING INSIDE THE BARRACKS.</p>			
DATE: _____		NAME: _____ SSN: _____	
UNIT: _____		SIGNATURE: _____	
<p>USAADS FL 130 (ADA) Jan 80</p> <p style="text-align: right;">AFPP-FBT</p>			

DA FORM 2496
1 FEB 67

REPLACES DD FORM 96, WHICH IS OBSOLETE.

U.S.GPO:1975-0-555-041/144

IDENTIFICATION DATA

(PRIVACY ACT STATEMENT (ON LAST PAGE))

1. Welcome to the Military Adjustment Unit. Today you will be interviewed by a Behavioral Science Specialist and a counselor from the Military Adjustment Unit. Before this interview it will be necessary for you to fill out some paperwork. The paperwork will consist of 2 privacy act forms and 2 identification (ID) forms. The privacy act forms are necessary since your mental health record is kept separate from all your other military records. The ID forms are used by your counselor to facilitate the interview with you. This form has questions on both sides to fill out. Some of the questions will not apply to you or you may not understand them because this form has been designed for individuals who have been in the Army a longer time. Therefore if you don't understand a question, please skip it and go to the next question. After you have completed all your paperwork you may give it to the clinic monitor who will place it in your record. The clinic monitor may ask you some questions which are needed for statistical purposes. Once this is done you may have a seat for your interview.

2. There will be no talking as there are other interviews in progress.

3. There will be no smoking. You will not leave the area without permission.

4. This information is just for our use and the information you give will not be released to anyone else.

YOUR NAME: _____ GRADE: _____ SSAN: _____

_____ THE BATTERY YOU ARE COMING FROM: _____ HOW MANY

DAYS HAVE YOU BEEN IN SERVICE AS OF TODAY: _____ ARE YOU

REGULAR ARMY: _____ NATIONAL GUARD _____ HAVE YOU BEEN IN THE

SERVICE BEFORE THIS CURRENT ENLISTMENT: _____ DATE OF BIRTH: _____

_____ PRESENT AGE: _____ ETS (Expiration of term in service, if you

don't know this date, you can find it on the front of your ID card): _____

WHERE WERE YOU BORN: _____ WHERE WERE YOU

RAISED: _____ WHAT IS YOUR MCS YOU APPLIED FOR:

_____ ARE YOU CONTENT WITH HAVING THIS MCS: _____

RELIGIOUS PREFERENCE: _____ RACE: _____

FAMILY BACKGROUND:

HAVE YOUR PARENTS EVER BEEN SEPARATED-DIVORCED-OR MARRIED

BEFORE: _____ (If yes, then circle appropriate term) IF YES, HOW OLD

WERE YOU AT THE TIME: _____ DID YOUR FATHER OR MOTHER RE-

MARRY: _____ ARE YOUR PARENTS PRESENTLY LIVING TOGETHER: _____

IS THERE A HISTORY OF HEAVY DRINKING IN YOUR FAMILY: _____ IN

WHAT COUNTRY WAS YOUR MOTHER BORN: _____ IN WHAT

COUNTRY WAS YOUR FATHER BORN: _____ WHAT IS YOUR

FATHERS AGE AND OCCUPATION: _____ IF FATHER

IS DECEASED, WHAT WAS HIS AGE: _____ WHAT IS YOUR MOTHERS AGE

AND OCCUPATION: _____ IF MOTHER IS

DECEASED, WHAT WAS HER AGE: _____ WHILE LIVING AT HOME DID YOU

FEEL THAT THE FAMILY FINANCES WERE ADEQUATE: _____ HOW MANY

BROTHERS DO YOU HAVE: _____ WHAT ARE THEIR AGES: _____

HOW MANY SISTERS DO YOU HAVE: _____ WHAT ARE THEIR AGES: _____

_____ WERE YOU RAISED PRIMARILY BY BOTH PARENTS-MOTHER-

FATHER-A UNCLE-GRANDMOTHER-GRANDFATHER-OTHER (Circle

appropriate term(s)). DESCRIBE YOUR HOME LIFE BRIEFLY: _____

_____ WOULD YOU SAY YOUR HOME LIFE WAS A HAPPY ONE: _____ DID YOU

EVER HAVE TO LIVE AWAY FROM YOUR FAMILY WHILE GROWING UP: _____

IF SO, FOR HOW LONG AND WHAT REASON: _____

_____ HOW DID YOUR FAMILY FEEL ABOUT YOU JOINING THE ARMY: _____

_____ HOW DOES YOUR FAMILY FEEL NOW THAT YOU ARE IN THE ARMY: _____

PERSONAL HISTORY:

DO YOU HAVE MANY CLOSE FRIENDS: _____ AT WHAT AGE DID YOU FIRST
 START DATING: _____ HOW WOULD YOU DESCRIBE YOUR SEXUAL HISTORY:
 _____ DO YOU USE TOBACCO: _____ IF SO, HOW MUCH
 DAILY: _____ DO YOU USE ANY ALCOHOL: _____ HAVE YOU USED
 ILLEGAL DRUGS IN YOUR PAST: _____ DID YOU HAVE ANY SERIOUS ILL-
 NESSES AND/OR INJURIES AS A CHILD: _____ IF SO, WHICH ONES: _____
 _____ HAVE YOU SUFFERED ANY SERIOUS ILLNESSES AND/
 OR INJURIES AS AN ADULT: _____ IF SO, WHICH ONES: _____
 _____ ARE YOU OR HAVE YOU BEEN ON ANY MEDICAL PROFILES
 SINCE COMING INTO THE ARMY: _____ IF SO, WHAT FOR: _____
 SINCE COMING INTO THE ARMY, HOW MANY TIMES HAVE YOU BEEN ON
 SICKCALL: _____ WHAT WERE THE REASONS: _____
 ARE YOU CURRENTLY TAKING ANY TYPES OF MEDICATIONS: _____ HAVE
 YOU EVER RECEIVED ANY TYPE OF PSYCHIATRIC ASSISTANCE AND/OR
 COUNSELING IN YOUR PAST: _____ IF SO, WHERE, WHEN, AND WHY DID
 YOU RECEIVE THIS ASSISTANCE: _____

 HAVE ANY OF THE MEMBERS OF YOUR FAMILY RECEIVED PSYCHIATRIC
 ASSISTANCE: _____ WHAT TYPES OF BOOKS DO YOU ENJOY: _____
 _____ WHAT MAGAZINES DO YOU READ REGULAR-
 LY: _____ WHAT ARE YOUR PLANS
 FOR THE FUTURE: _____
 _____ IF YOU HAD TO DESCRIBE YOURSELF,
 HOW WOULD YOU DESCRIBE YOURSELF BY USING THE WORDS LISTED.
 CIRCLE THE ONES WHICH ARE APPLICABLE TO YOU:

Active, ambitious, self-confident, persistent, hard working, nervous, quick-tempered, impatient, excitable, imaginative, original, witty, calm, easily discouraged, serious, easy-going, good-natured, unemotional, shy, submissive, absent-minded, lazy, methodical, timid, frequently gloomy, hard-boiled, dependable, reliable, cheerful, sarcastic, jittery, likeable, leader, sociable, quiet, retiring, self-conscious, often feel lonely.

EDUCATION:

HIGHEST GRADE COMPLETED: _____ DID YOU EVER SKIP SCHOOL: _____

IF SO, WHY: _____ IF SO, HOW OFTEN DID YOU SKIP: _____

WERE YOUR GRADES POOR, AVERAGE, GOOD: _____ WERE YOU EVER

TOLD OR ENCOURAGED TO DO BETTER IN SCHOOL: _____ BEST LIKED

SUBJECTS: _____ EASIEST SUBJECTS: _____

_____ LEAST LIKED SUBJECTS: _____

_____ HARDEST SUBJECTS: _____

_____ HOW DID YOU GET ALONG WITH YOUR TEACHERS: _____

HOW DID YOU GET ALONG WITH YOUR CLASSMATES: _____ CUT OF

SCHOOL LEISURE TIME ACTIVITIES AND HOBBIES: _____

_____ DO YOU PLAN TO CONTINUE YOUR EDUCATION:

_____ IF SO, IN WHAT: _____

WORK EXPERIENCE:

LIST BELOW THE JOBS THAT YOU HAVE HELD IN THE PAST STARTING

WITH YOUR FIRST JOB AND UP TO YOUR LAST:

<u>AGE</u>	<u>TYPE OF JOB</u>	<u>LENGTH OF JOB</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

HAVE YOU EVER BEEN FIRED IN THE PAST: _____ IF SO, FOR WHAT

REASON: _____

MARTIAL HISTORY:

ARE YOU SINGLE-DIVORCED-REMARIED-WIDOWED-OR JUST PLAIN

MARRIED: _____ IF YOU ARE MARRIED, THEN ANSWER THE

FOLLOWING QUESTIONS: HOW LONG HAVE YOU BEEN MARRIED: _____

PRESENT AGE OF SPOUSE: _____ WHAT ETHNIC GROUP DOES YOUR SPOUSE

BELONG TO: _____ WHERE IS YOUR SPOUSE LIVING AT THE

PRESENT: _____ WHAT IS YOUR SPOUSE'S RELIGION: _____

HOW WOULD YOU DESCRIBE YOUR MARTIAL ADJUSTMENT: _____

HOW OLD WERE YOU WHEN YOU WERE FIRST MARRIED: _____ SPOUSE'S

OCCUPATION: _____ HAVE YOU EVER BEEN SEPARATED

FROM YOUR PRESENT SPOUSE BECAUSE OF MARITAL REASONS: _____

IF SO, HOW LONG: _____ DO YOU HAVE ANY CHILDREN: _____ IF

SO, WHAT ARE THEIR AGES: _____ HOW MANY BY PREVIOUS

MARRIAGE: _____ HOW DID YOUR SPOUSE FEEL ABOUT YOU JOINING

THE ARMY: _____

HOW DOES YOUR SPOUSE FEEL NOW THAT YOU ARE IN THE ARMY: _____

_____ DOES YOUR SPOUSE

PLAN TO JOIN YOU IN YOUR AIT OR AFTER YOUR AIT: _____ PLEASE

EXPLAIN: _____

CIVILIAN HISTORY:

HAVE YOU EVER BEEN ARRESTED PRIOR TO MILITARY SERVICE: _____

IF SO, LIST BELOW THE CHARGES AND YOUR AGE AT THE TIME OF EACH

OFFENSE/CHARGE:

	<u>TYPE OF CHARGE/OFFENSE</u>	<u>AGE</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____

MILITARY HISTORY:**EXPLAIN YOUR REASONS FOR JOINING THE ARMY:** _____
_____**WHAT IS YOUR GENERAL FEELINGS TOWARD THE ARMY:** _____
_____**IF YOU ARE HAVING DIFFICULTIES WITH YOUR TRAINING, EXPLAIN WHEN IT STARTED, AND WHAT ARE YOUR PLANS FOR COPIING WITH THESE DIFFICULTIES:** _____
_____**HAVE YOU EVER RECEIVED MILITARY PUNISHMENT:** _____ **IF SO, LIST THE CHARGES BELOW:**

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

HAVE YOU EVER BEEN RECLASSIFIED : _____ **IF SO, FROM WHAT FCST AND WHAT MCS:** _____ **WHAT WERE THE REASONS FOR RECLASSIFICATION:** _____**IN YOUR OWN WORDS, WHY WERE YOU SENT TO THE MILITARY ADJUSTMENT UNIT AND ANY OTHER COMMENTS YOU MAY HAVE:** _____

PRIVACY ACT STATEMENT

The authority for obtaining this personal information is 16 U.S.C., Chapter 55. The SSAN serves as a positive means of identification. The information is vital for CMHA/MAU staff members. It allows for a "check" in regards to a more thorough history which in turn allows for a more productive treatment plan for the patient's problems. It also serves as a routine screening instrument. Information on this form is of a voluntary nature and there are no effects on the patient not providing all or part of the information.

28 November 1980

APPENDIX C

MILITARY ADJUSTMENT UNIT

STANDARD OPERATION PROCEDURE (SOP)

FOR TEAM TRAINING CONCEPT

Fort Jackson, South Carolina

TABLE OF CONTENT

Section I	-----	Purpose
Section II	-----	Team I SOP
Section III	-----	Team II SOP
Section IV	-----	Team III SOP

SECTION: I

SUBJECT: MAU Team Training Concept (SOP)

1 December 1920

PURPOSE: To describe the procedures for receiving, processing and training of soldiers attached to Military Adjustment Unit for training.

1. Processing in the Military Adjustment Unit.

a. PHILOSOPHY: The MAU reception and processing of trainees and AIT students represent an initial lasting impression of the U.S. Army. These functions are conducted in a professional, harassment-free environment in an attempt to make these young soldiers feel comfortable about their decision to join the Army. Demonstrating respect for them as individuals is paramount to enhancing the transition from civilian life to that of soldier.

2. Training: During students stay at MAU they're introduce to the topics of military discipline, standards of conduct and the general responsibilities of a soldier. This exposure to the military way of life is prevalent throughout their stay at MAU and sets the scene for what is expected of them during basic training and AIT. Actual training is limited to an introduction to drill and ceremonies in conjunction with movement around MAU's area of training and formal instruction. Physical Training is conducted four (4) times daily as scheduled. All classroom instruction will be conducted as outlined on unit training schedule.

SHIPPING. Unless a soldier are held over to complete necessary administration requirement, they are shipped back to training on their fifth (5) day or earlier. (3 days minimum). IAW team (3) SOP.

SECTION II

TEAM (1) SOP

26 November 1930

I. INPROCESSING

- a. Trainee's coming into team (1) will be administratively inprocess and receive an initial counselling prior to being put into classes.
- b. Administative inprocessing will be as follows.
 1. Log individual in on status board as follows:
 - a. Component
 - b. Name
 - c. Time of Arrival
 - d. Unit
 - e. Date assigned to MAU
 - f. Training Day
 2. Drill and Ceremonie form is filled out with the following information.
 - a. Name
 - b. Date assigned to MAU
 - c. Time of Arrival

The Drill and Ceremonie form is than placed on the Drill and Ceremonie clipboard for team (1).

3. Trainee Progress Report Form is filled out as follows:
 - a. Initials of Counselor
 - b. Name
- c. Counselling is done as follows:
 1. Briefed on daily routine (As pre-training schedule.).
 2. Package is reviewed to gain a basic background on individual.
 3. Put individual at ease.
 4. Get a basic background of individual from him/her.
 5. Get into the problem or problems SM is having in adjustment or whatever.
 6. Get SM to bring out a possible solution to his/her problems.
 7. When counselling is completed, send SM in with rest of class.
 8. After student has departed complete the "Initial Counselling" section of the "Trainee Progress Report Form". (Note: This is more or less a first impression of the individual and and estimation to the situation concerning the individual).

II. Classroom

- a. Classes in team (1) is broken down into two days (Day (1) and Day (2)).

Continuation of Section II - TEAM (1) SOP

26 November 1980

Classes are conducted in accordance with the POI for the particular class being given. Classes are given in the following sequence:

1. DAY (1)
 - a. Patriotism
 - b. Formal and Informal Contract
 - c. Soldier This Is Why You're Needed
 - d. Take The Smart Way Out
2. DAY (2)
 - a. Military Justice-UCMJ
 - b. Non-Judicial Action-Article (15)
 - c. Second Effort
 - d. EFM

NOTE: Discussions on Question and Answer periods after the classes are given are sometimes very intermative not only for the student, but sometimes for the instructor.

III. Outprocessing

a. Outprocessing is initiated when the team Cadre feel the individual is ready to proceed to team (2). Students may be accelerated prior to their two days in team (1) if they are:

1. Extrimely positive.
2. Extrimely negative.

b. Procedures for the outprocissing are as follows:

1. Have student fill out the team (1) questionnaire.
2. Call SM in for final counselling concerning his/her progression or regression depending on the case.
3. Notify SM when he/she will report to team (2).

NOTE: Students report to team (2) either first thing in the morning or immediately following lunch.

4. Complete the "Trainee Progress Report" by filling in the "Final Observation" section and the "Evaluation Rating" section.

5. Compile all paperwork into the students folder and staple shut.

Continuation of Section II - TEAM (1) SOP

26 November 1930

6. Put package into the team (2) box by the door or send it to team (2) with the individual.

IV. Daily Procedures

- a. Insure classroom is set up for class prior to scheduled starting time.
- b. Insure all trainings aids (movie projector, spealen, vidio cassette machine, films i.e.) are secured in film room at close of business.
- c. Check to insure plenty of forms are on hand so as not to run out.
- d. Insure student folders are secured in file cabinet, which is located in the film room at close of business.
- e. Check duty roster
- f. Check the barracks which team (1) is responsible for prior to D & C for cleanness. Supervising the clean-up.

Continuation of Section III - TEAM II SOP

28 November 1980

I. INPROCESSING

A. Trainee coming into team II will be administratively inprocessed and receive an initial counseling prior to being put in classes.

B. Administrative inprocessing will be as follows:

1. Insure each new arrival to team II has his package.
2. Check trainee progress report to insure that team I had completed their counseling.
3. Pull the C & C test sheet from each package and place it on the D & C clipboard for team II.
4. Trainee progress report form will be filled out as follows:
 - a. Trainees name.
 - b. Initials of Counselor.

C. Counseling is done as follows:

1. Brief trainee on daily routine/IAW training schedule.
 2. Review package to gain a basic background on trainee.
 3. Pvt trainee in a relaxed frame of mind.
 4. Get trainee to talk about himself/herself (background, education, interests i.e.).
 5. Get into the problem or problems SM is having in adjustment or whatever.
 6. Get SM to bring out his/her problem solving solutions.
 7. When counseling is complete place SM in class with others.
 8. After trainee has joined the class, complete the "Initial Counseling" section of the trainee progress report.
- NOTE: This is more or less your initial observation of SM, and an estimation of SM's problems.

II. CLASSROOM

A. Classes in team II are broken down into two days (Day (3) and Day (4)). Classes are conducted IAW POI for the particular class being given. Class are given in the following sequence.

1. Day (3)
 - a. Two Centuries of Service
 - b. The Winning Edge/Responsibility
 - c. Have you reached Verdict
 - d. The McArthur Story
2. Day (4)
 - a. Marrow, Marrow
 - b. You Pack Your Own Chute
 - c. The Voice of Authority
 - d. Drill Sergeant

NOTE: Discussion and Questions and Answer portion, follow each class to wise on the soldier's scope of understanding.

Continuation of Section III -

TEAM II SOP

28 November 1980

III. OUTPROCESSING

A. Outprocessing is initiated when team II cadre feel the individual is ready to return to training. Students may be accelerated prior to completion of day (4) training if they are:

1. Extremely Positive
2. Extremely Negative

B. Procedures for Outprocessing are as follows:

1. Have student fill out team II Questionnaire. (Attitude Check)
2. Complete the final counseling concerning his/her progression or regression commensurate with the case.
3. Complete the "Trainee Progress Report" by filling out the final observation section and the evaluation rating section.
4. Compile all paper work in trainees folder and staple shut.
5. Coordinate with team III NLT 10:00 hours daily on projected number of shippers.
6. Have SM take kit Package to one of the team III Cadre.

NOTE: During the period of time it take team III to finalize paperwork for the trainee to return to his/her unit. Those individuals will be held and supervised by team II Cadre until they return to their unit.

IV. DAILY PROCEDURES

- A. Insure classroom (BLDG 6547) is set up for class prior to scheduled starting time.
- B. Insure all training aids and equipment (projector, speaker, TV, video cassette machine, films and telephone, i.e.). are secured in their appropriate place in (BLDG 6547).
- C. Insure that trainees folder are secured in the file cabinet located in the film room (BLDG 6548 at COB).
- D. Check duty roster
- E. Appoint additional duties if any to those trainees assigned to team II.
- F. During barracks maintenance period, insure that BLDG 6545 is left clean and secured. Supervise the trainees during the period allowed for barracks maintenance.
- G. Insure that building 6547 is secured and secure keys to that building with the DCO for the day.

Continuation of Section IV - TEAM 3 SOP

26 November 1930

I. INPROCESSING:

a. Trainee's initial contact with the Military Adjustment Unit will be with members of team (3). All administrative inprocessing and initial interview/counseling session will be completed by team (3) prior to trainees assignment to team (1).

b. Administrative inprocessing will be conducted as follows:

1. Review referral DF and attached TRADOC FM 871-R (TDP Counseling Form) to insure the following:

(a). That overprint DF (Referral DF) is completed and signed to include personal data. (Two copies each).

(b). That TRADOC FM 871-R is legible and signed (Two copies each).

2. Personally check individuals equipment to insure that all required items are present, as listed on MAU referral and Clothing/Equipment Issue Change (2) DF dated 19 Nov 80 TAB-A.

(a). Personally check individual to see that soldier has no cash or money orders on his person and that he has no unauthorized clothing or valuables. (civilian clothing, radios., etc.).

(b). Insure that soldier has no profile preventing participation in a PT program.

(c). Insure that soldier is in a proper uniform and personal appearance is satisfactory. (clean fatigues-no DX, haircut, shaved).

(d). Insure that soldier has a current ID card on him.

(e). Inform soldier's escort that a soldier will receive mail while assigned to MAU and that it is the unit's responsibility to deliver individual's mail each day that there is mail.

3. Soldier will secure his equipment in storage building. (BLDG 6577).

4. Two folders on each newly assigned soldier will be made up with the following information:

(a). Last name

(b). Unit to which soldier is assigned (C-6-2, B-1-1, i.e.).

(c). Component (RA, ER, NG).

(d). Date assigned to MAU

(e). Time assigned to MAU

One folder will be labeled in Red Ink and the other in Black Ink. (See example: TAB-B).

Continuation of Section IV

TEAM 3 SOP

26 November 1980

5. Individual will be logged in the initial/final log book with the following information. TAB-C.

- (a). Full name (LAST, FIRST MI)
- (b). SSN
- (c). Age
- (d). Sex (M or F)
- (e). Component
- (f). Education level (in years completed)
- (g). Race
- (h). Unit of assignment

6. Individual will also be logged in the Brigade book by Battalion with the following information.

- (a). Date assigned (day and month)
- (b). Full name (LAST, FIRST, MI)
- (c). Unit of assignment
- (d). SSN
- (e). Component (RA, ER, NG)

7. Soldier's name will be placed on the status boards as follows:

- (a). MAU student disposition
- (b). Barracks assignment by sex (M or F)

8. Each soldier will be briefed on MAU policy and a policy statement will be signed by each newly assigned soldier, acknowledging that they fully understand and are aware of the contents. TAB-D.

9. Each soldier will complete a bedding receipt. TAB-E.

10. Each soldier will answer the following question on a plain sheet of bond paper:

- (a). Q. DO YOU WANT TO STAY IN THE ARMY?
YES, NO, OR UNDECIDED?
WHY?

11. Upon completion of policy statement, bedding receipt, and answer to question, they will be placed in appropriate file. Red labeled folder will contain (1) copy TRADOC 871-R & student's answer. Black labeled folder will contain (1) copy DF referral, TRADOC 871-R, and bedding receipt.

12. Individual will then be counseled. The following will be include in this initial session:

- (a). Inform student that MAU is not a punishment, but a place to help.

Continuation of Section IV . TEAM 3 SOP

26 November 1980

- (b). Question student as to why they think they are here.
 - (c). Read what is written on referral form to include TRADOC 871-R.
 - (d). Make notation on Referral DF in Red labeled folder. This will be sent to team (1). TAB-F.
13. Staple folder (Red label) and direct the student to team (1). Explain that the folder will be given to an NCO in team (1).
 14. Place file folder (Black label) in the active file by the battallion to which the individual is assigned.

II OUTPROCESSING:

- (a). Team (3) will coordinate with team (2) on a daily basis to identify those trainees who will be returned to unit the next day, to get a feel for probable number of trainees who will be out processing. Final indentifications will be made, after the breakfast meal on the day of shipping.
- (b). After the final identification has been made of those trainees to be returned to their unit, the following actions will be taken:
 1. The Duty NCO on Duty will tell trainee, at first call 0445, to pack all the equipment he brought with him to MAU. Baggage and equipment will be taken by trainee to Building 6577 and locked there until trainee is ready to ship.
 2. All files from teams (1, 2) and (3) will be consolidated and reviewed. Trainee will receive a final briefing and interview from team (3) for final evaluation of attitude, motivation, readiness to return to training. A summary will then be prepared covering MAU's evaluation of his potential for completion training and becoming a productive soldier, and any guidance deemed appropriate to unit which may help them in this goal.
 - (a). The MAU Commandant will receive the summary write up on the trainee, and review the trainee's folder and write up. Trainee's folder will then be passed to the clerk for typing of final write up. After typing is completed, trainee's folder is then separated into two packets, in which the unit receives (3) copies of the final write up, SA Form 2496-1, TRADOC Form 871-R and material that MAU has used. MAU keeps trainee's folder for a period of (6) months on file, and then destroys the folder.
 3. Administrative control of trainees to be shipped will be maintained by team (3) until trainee is actually delivered to his unit. During periods when trainee is not being interviewed, briefed or counseled, trainee will be engaged in maintenance of MAU area as deemed appropriate, and insuring that trainee's military bearing is in order.

Continualtion of Section IV -

TEAM 3 SOP

26 November 1960

4. Coordination will be made with the MAU Commandant for trainees final exit briefing, prior to trainee shipping.

5. After Commandant's exit briefing, trainee will load his equipment and baggage onto the MAU vehicle and be taken back to his unit's battalion headquarters by a member of team (3).

APPENDIX D

MAU Forms and Record Keeping Instruments

APPENDIX D-1

Policy Statement

POLICY STATEMENT

D-1-1

PURPOSE: This is to certify that all students attached to Military Adjustment Unit for training fully understand the policies of the Military Adjustment Unit.

1. I fully understand that I will perform proper military courtesy towards all Cadre at all times to include: ISG, Senior Drill Sergeant and other NCO's.
2. I fully understand that while I am attached to the Military Adjustment Unit, I am restricted to the limits of the Unit Area. The only time I may leave the Unit Area is when I have permission from the MAU Cadre. Even with permission I understand that I must return to the Unit Area without violating my instructions.
3. I fully understand that I will not visit any Post Exchanges (PX) while attached to MAU, unless I am accompanied by MAU Cadre.
4. I fully understand that if I have any military appointments, I will sign OUT before departing Unit Area and report IN when I return to Unit Area.
5. I fully understand that I will not wear civilian clothing while attached to MAU.
6. I fully understand that during the absence of the Unit Cadre, the Charge Of Quarters (CQ) is my supervisor. He is located in BLDG# 6545.
7. I fully understand that MALE personnel are not authorized in FEMALE barracks and FEMALE personnel are not authorized in MALE barracks (NO FRATERNIZATION).
8. I fully understand that all my visitors will check into the CQ, when he or she enters the Unit Area. There will be no visitors in BLDG# 6549.
9. I fully understand that the only visitors I will have are the immediate family. The building for those visitors is 6550, Military Adjustment Unit Dayroom.
10. I fully understand that at 2100 hours I will be in Bed and Lights will be Off.
11. I fully understand that Saturdays and Sundays restriction is the same as weekdays restrictions.
12. I fully understand that the only place I will go on weekends, Saturday-Sunday is to Church.
13. I fully understand that my Wallocker will be secured at all times, except when in immediate use.
14. I fully understand that I will not have in my possession or use any contrabands Drugs, Weapons or Alcoholic Beverages etc.
15. I fully understand that I will not leave my valuables unsecured at any time.
16. I fully understand that Radios/Stereos or Cameras will not be brought to or used at MAU.
17. I fully understand that I will not use Loud abusive?vulgar or profane language at MAU.
18. I fully understand that I will not HORSEPLAY with anyone attached to MAU.
19. I fully understand that I will not GAMBLE with anyone attached to Military Adjustment Unit.

NAME
DATE

UNIT
SIGNATURE

APPENDIX D-2

Trainee Acknowledgement Statement

Bedding Receipt

TRAINEE ACKNOWLEDGEMENT STATEMENT

1. I Pvt _____, do not have in my possession any control substances (Marijuana, etc).
2. I Pvt _____, do not have in my possession any control items (Ammunition, Weapons, etc).
3. I Pvt _____, do not have in my possession any civilian clothing, radios, or cameras etc. I fully understand that if I have in my possession any of the above items I am subject to punishment under the Uniform Code Of Military Justice, Article 15 or Court

Trainee Signature & Date _____

BEDDING

BEDDING RECEIPT

ORGANIZATION: MILITARY ADJUSTMENT UNIT (MAU)	
COVER, MATTRESS	MATTRESS, BED
BED, MTL	WALLOCKER
TAB	
I will be responsible for any damage to or loss of this property, and I will return said property to the proper place upon departure.	
DATE	SIGNATURE
REMARKS	ISSUED BY
TEMPORARY ISSUE	

(THIS FORM WILL NOT BE REVISED, REPRINTED OR DISCONTINUED WITHOUT WRITTEN APPROVAL OF THE MANAGEMENT OFFICE).

APPENDIX D-3

MAU Referral and Clothing/Equipment Issue

ATTN: T-00

SUBJECT: MAU Referral and Clothing/Equipment Issue

TO: SEE DISTRIBUTION

FROM: CMT, Victory Academy

DATE: 4 Feb 81

CMT 1

1SG Melton/rp/7103

1. Disposition Form, subject as above, dated 21 November 1979 is rescinded. The following changes are provided to commanders due to a sharp increase in the number of soldiers who have been reporting to Military Adjustment Unit (MAU) without the appropriate command referral and/or clothing/equipment.

a. Administration (Note: * indicates change):

(1) Two copies of Unit Referral Statement (Trainee Progress, DA Form 2496-1 overprint).

(2) SM in proper military uniform and appearance.

(3) Military Identification Card (DD Form 2a).

(4) Two copies of TDP counselling statement (TRADOC Form 871-R).

*(5) No cash money or money orders.

(6) All soldiers must have the maximum personal items needed for a five day period.

b. Individual Clothing (Note: ** indicates Winter only):

(All personnel)

Duffle bag	1 ea	Ball cap	2 ea
Bath towel	2 ea	Sanitary supplies (females)	
Laundry bag	1 ea	Fatigues	3 pr
Utility bag	1 ea	Raincoat	1 ea
Wool socks	3 pr	Soap	1 bar ea
Cotton drawers	4 pr	Toothpaste	1 ea
T-shirt	4 pr	Shaving cream	1 ea
Handkerchief	2 ea	Field Jacket	1 ea
Shoe polish/bush	1 ea	Long Johns	2 ea
Razor blade	1 pk	Locks	2 ea
Tooth brush	1 ea	**Wool Drawers	2 ea
Wash cloth	Optional	Belt w/buckle	1 ea
Writing material	Optional	Boots	2 pr
**Gloves	1 pr		

ATZJ-T-CO

4 February 1981

SUBJECT: MAU Referral and Clothing/Equipment Issue

c. Additional Requirements for Female Personnel:

Bras 3 each

Panties 3 each

NOTE: All clothing must be clean and serviceable.

d. Organizational Equipment:

Wool Blankets 2 each

Sheets 2 each

Pillow w/case 1 each

2. Reporting:

a. All Basic Trainees/AIT students reporting to MAU will be accompanied by a member of the unit cadre.

b. Personnel will report to Building 6549 during the following hours:

(1) Monday - Thursday 0800-1600(2) Friday 0800-1500

c. If the above requirements are not met, Service Member will not be accepted at the Military Adjustment Unit.

3. For further information, contact 1SG Melton, MAU, 7103.

GALEN W. RADKE
Colonel, Infantry
Commandant

DISTRIBUTION:

1 - Ea Bn Cdr, 1st Bde

1 - Ea BN Cdr, 2d Bde

1 - Ea Cdr, 4th Bde

APPENDIX D-4

Initial Student Interview

**MILITARY ADJUSTMENT UNIT
INITIAL STUDENT INTERVIEW
TEAM III**

Trainee Name

Date of Interview

1. PURPOSE OF INTERVIEW**(DESCRIBE SPECIFIC PURPOSE) FOR BEING REFERRED TO MAU & PROBLEM AREAS.****2. TRAINEE CONCERNS ATTITUDE TOWARDS MILITARY COMMITMENT****3. CADRE INPUT TO TRAINEE HOW MAU CAN HELP SOLDIER HELP HIMSELF****4. TRAINEE RESPONSE TO INTERVIEW PURPOSE, PROGRAM AND COUNSELOR****5. CADRE ACTION TAKEN AND PLANNED, AREA SOLDIER WILL NEED HELP, PERSONAL PERFORMANCE****(FINAL INTERVIEW)****6. TRAINEE ACTION TAKEN OR TO BE TAKEN TO IMPROVE****7. RECOMMENDATION (Please check in appropriate blank)**

Continue Training _____, Recycle _____, Further Evaluation _____,
 Elimination _____, Others _____
 Referrals _____

(Indicate who and when)

APPENDIX D-5

**Unit Commander's Trainee Referral
to Community Mental Health Activity**

DISPOSITION FORM

OP # 213

12 July 77

For use of this form, see AR 340-15; the proponent agency is The Adjutant General's Office.

REFERENCE OR OFFICE SYMBOL

SUBJECT

UNIT COMMANDER'S TRAINEE REFERRAL TO COMMUNITY MENTAL
HEALTH ACTIVITY (CMHA)TO COMMUNITY MENTAL HEALTH
ACTIVITY, FT JACKSON, SC

FROM

DATE

CMT 1

INSTRUCTIONS: This form is to be filled out in duplicate and forwarded in a sealed envelope to Community Mental Health Activity along with Health Records when trainee is referred by Unit, Self, Troop Clinic, or any other channels.

EXCEPTION: Emergency situations involving potential serious harm to individual or others and/or extremely bizarre behavior require only a phone call to CMHA (5911 or 5183) for appropriate guidance prior to referral.

PERSONAL DATA: NAME _____ RANK _____ SSN _____

UNIT _____ PHONE _____ BCT/AIT WEEK _____ RECYCLE _____ RA/NG/AR _____ AGE _____

SINGLE _____ MARRIED _____ SEPARATED/DIVORCED _____ CIVILIAN EDUCATION _____ YEARS.

PURPOSE OF REFERRAL: CMHA Evaluation for:

RETENTION _____ CONTINUED TRAINING _____ HOSPITALIZATION _____ THERAPY _____ MARITAL/FAMILY _____

REPEATED SICK CALL _____ PRESCRIPTION _____ OTHER _____

BEHAVIORAL OBSERVATIONS/CHARACTERISTICS/APPEARANCE:

NORMAL _____	NERVOUS _____	HX OF PSYCHIATRIC TREATMENT _____
FIGHTING _____	ANGRY _____	CHRONIC COMPLAINTS _____
LAZY _____	DEPRESSED _____	CAN'T GET ALONG WITH OFF/NCO _____
AWKWARD _____	AFRAID _____	CAN'T GET ALONG WITH PEERS _____
SUICIDAL _____	CRYING _____	CAN'T FOLLOW DIRECTIONS _____
HEARS VOICES _____	HOMESICK _____	WRINGING HAND/SHAKING _____
UNCLEANLINESS _____	STRANGE IDEAS _____	POOR MEMORY _____
BEDWETTING _____	LOW I.Q. _____	DOESN'T MAKE SENSE _____

OTHER _____

IS THIS PERSON BEING SERIOUSLY CONSIDERED FOR ADMINISTRATIVE SEPARATION? YES _____ NO _____

PERFORMANCE IN UNIT: ABOVE AVERAGE _____ AVERAGE _____ MARGINAL _____ BELOW AVERAGE _____

HAS TRAINEE PERSONALLY DISCUSSED PROBLEM WITH CO _____ 1SGT _____ DI _____ PLT SGT _____?

UCMJ: AWOL _____ ARTICLE 15 _____ COURT MARTIAL _____ OTHER PUNISHMENT _____

POTENTIAL FOR RETENTION/CONTINUED TRAINING: GOOD _____ FAIR _____ POOR _____

ADDITIONAL COMMENTS:

(OVER)

DA FORM 2496

REPLACES DD FORM 95, EXISTING SUPPLIES OF WHICH WILL BE
ISSUED AND USED UNTIL 1 FEB 83 UNLESS SOONER EXHAUSTED.

☆ GPO 1970 O 399-110

DATE: _____

SIGNATURE _____

Commanding Officer

1SGT

CMHA FINDINGS/RECOMMENDATIONS:

_____ Psychiatrically cleared for any administrative or judicial action
deemed appropriate by command.

_____ Recommend subject be discharged with/without statement from CMHA.

_____ Follow-Up appointment _____

_____ TREATMENT _____ HOSPITALIZED _____ TRANSFER _____ Rx _____

_____ REFERRAL/CONSULT TO: _____

_____ COMMENTS:

DATE: _____

Signature

UNIT COMMANDER'S TRAINEE REFERRAL TO COMMUNITY MENTAL HEALTH ACTIVITY (CMTA)		OP # 213 12 July 77
For use of this form, see AR 24-15, the provisions of which are in The Adjutant General's Office.		
REFERENCE OR OFFICE SYMBOL _____	SUBJECT UNIT COMMANDER'S TRAINEE REFERRAL TO COMMUNITY MENTAL HEALTH ACTIVITY (CMTA)	
TO COMMUNITY MENTAL HEALTH ACTIVITY, FT JACKSON, TX	AREA _____	DATE _____
CMT 1		
INSTRUCTIONS: This form is to be filled out in duplicate and forwarded in a sealed envelope to Community Mental Health Activity along with Health Records when trainee is referred by Unit, Self, Troop Clinic, or any other channels.		
EXCEPTION: Emergency situations involving potential serious harm to individual or others and/or extremely bizarre behavior require only a phone call to CMTA (5911 or 5163) for appropriate guidance prior to referral.		
PERSONAL DATA: NAME _____ RANK _____ SSN _____		
UNIT _____ PHONE _____ BCT/AIT WEEK _____ RECYCLE _____ RA/NG/AR _____ AGE _____		
SINGLE _____ MARRIED _____ SEPARATED/DIVORCED _____ CIVILIAN EDUCATION _____ YEARS. _____		
PURPOSE OF REFERRAL: CMTA Evaluation for:		
RETENTION _____ CONTINUED TRAINING _____ HOSPITALIZATION _____ THERAPY _____ MARITAL/FAMILY _____		
REPEATED SIGM CALL _____ PROSECUTION _____ OTHER _____		
BEHAVIORAL OBSERVATIONS/CHARACTERISTICS/APPEARANCE:		
NORMAL _____ FIGHTING _____ LAZY _____ AWKWARD _____ SUICIDAL _____ HEARS VOICES _____ UNCLEANLINESS _____ BED WETTING _____ OTHER _____	NERVOUS _____ ANGRY _____ DRUNKEN _____ FOLLOWS _____ CRYING _____ NO _____ STIMULATED _____ TALKS _____	HX OF PSYCHIATRIC TREATMENT _____ CHRONIC COMPLAINTS _____ CAN'T GET ALONG WITH OFF/NCO _____ CAN'T GET ALONG WITH PEERS _____ CAN'T FOLLOW DIRECTIONS _____ WRINGING HAND/SHAKING _____ POOR MEMORY _____ DOESN'T MAKE SENSE _____
IS THIS PERSON BEING REFERRED FOR ADMINISTRATIVE SEPARATION? YES _____ NO _____		
PERFORMANCE: _____ AVERAGE _____ MARGINAL _____ BELOW AVERAGE _____		
GRADE: _____ 1SGT _____ DI _____ PL1 SGT _____ ?		
REASON FOR REFERRAL: _____		
REASON FOR REFERRAL: _____		
REASON FOR REFERRAL: _____		

(OVER)

DATE: _____

SIGNATURE _____

Commanding Officer

1SGT

CMHA FINDINGS/RECOMMENDATIONS:_____
Psychiatrically cleared for any administrative or judicial action
deemed appropriate by command._____
Recommend subject be discharged with/without statement from CMHA._____
Follow-Up appointment _____._____
TREATMENT _____ HOSPITALIZED _____ TRANSFER _____ Rx __________
REFERRAL/CONSULT TO: __________
COMMENTS:

DATE: _____

Signature

APPENDIX D-6

Administrative Return

DISPOSITION FORM

(AR 340-15)

D-6-1

REFERENCE OR OFFICE SYMBOL
ATZJ-T-MAU

SUBJECT
ADMINISTRATIVE RETURN

TO CO BN BDE FROM 1SG, MAU DATE CMT

1. Pvt: did not complete adjustment training here at MAU, and for the following reason is administratively returned to his/her parent unit.

2. REASON:

A. AWOL:

B. PROFILE:

C. DISCIPLINARY:

D. HOSPITAL:

E. OTHER:

3. MAU RECOMMENDATION:

LARRY L. MELTON
1SG, COMMANDANT
MAU

APPENDIX D-7

Student Observation Report

(MAU)

STUDENT OBSERVATION REPORT

STUDENT NAME:

ACTION OBSERVED:

DATE:

TIME:

LOCATION:

STUDENT INITIAL:

NAME OF CADRE MAKING REPORT:

Note: To be placed in student
training records.

APPENDIX D-8

MAU - Comment Form from Trainees - Post Card

Name: _____

Rank: _____

Unit: _____

Comments: _____

Instructions: Fill in the information requested above and mail the card
on _____.

Include any comments you desire on how the Military Adjustment Unit helped
you. Please let us know how you are doing in your present assignment.

ATJ-T FORM 565

1 Jul 80

(THIS FORM WILL NOT BE REVISED, REPRINTED OR DISCONTINUED
WITHOUT WRITTEN APPROVAL OF THE FORMS MANAGEMENT OFFICER)

HQ. USATCAF
ATTN: HQs, Victory Academy
FT JACKSON, S.C. 29207

OFFICIAL BUSINESS
Penalty for Private use, \$300

FOR OFFICIAL USE ONLY
DEPARTMENT OF THE ARMY
5010-104



Commander
Headquarters, Victory Academy
ATTN: ISC, Military Adjustment Unit
Fort Jackson, South Carolina 29207

APPENDIX E

MAU Cost Accounting

**MILITARY ADJUSTMENT UNIT (MAU)
COST DATA**

ENLISTED PERSONNEL

2 E-7 \$2,178.00

5 E-6 4,550.00

1 E-5 748.00

1 E-4 638.00

(Base pay per month)

Sub Total \$8,114.00

FSN

OFFICE EQUIPMENT

7110-00-286-3796 - Filing Cabinet, Cap SZ 5 Dwr Stl w/Paracentric Lock
(2 ea) \$268.00

7430-00-267-3456 - Typewriter, NP, Elec 15" Carr Elite Type IBM (2 ea)
\$1,800.00

7110-00-143-0835 - Desk, Typewriter MTL P/O Dbl Ped Stl Gray 60x34x30½"
(2 ea) \$440.00

7110-00-143-0832 - Desk Flat Top Dbl Ped, Stl Gray 60x34x30½" (8 ea)
\$1,600.00

7110-00-143-0820 - Table, Office Stl Top & Legs 36x24x30½" (4 ea) 236.00

4110-00-255-8760 - Dispenser, Drinking Water, Mech Cooled w/1 Bubbler 9.5
Gph Air Cooled (2 ea) \$402.00

7195-00-275-5824 - Rack, Wearing Apparel Stl Gray 6 Hanger (2 ea) \$68.00

7110-00-273-8782 - Chair, Straight w/arms Stl Gray (9 ea) \$346.50

7110-00-273-8785 - Chair, Straight w/o Arms Stl Gray (2 ea) \$71.00

7110-00-273-8793 - Chair, Rotary w/Arms Stl Halfback Adj Seats (8 ea)
\$400.00

7110-00-927-3197 - Chair, Easy, Upholstered (4 ea) \$828.00

7125-00-641-5436 - Cabinet, Storage w/4 Adj Shelves 78x36x18" (1 ea) \$87.00

7110-00-916-5840 - Davenport (2 ea) \$824.00

Sub Total \$7,370.50

FSNCLASSROOM EQUIPMENT

7110-00-143-0820 - Table, Office, Stl o/a Except Top 1 Dwr (40 ea) \$2,360.00

7110-00-273-8785 - Chair, Straight w/o Arms Stl Gray (40 ea) \$1,420.00

7195-00-000-0000 - Lecturn (2 ea) \$95.00

7125-00-641-5436 - Cabinet, Storage w/4 Adj Shelves 78x36x18" (2 ea) \$174.00

*6730-00-557-4818 - Screen, BM-10 Gra Flex (2 ea) \$124.14

*5820-00-000-0000 - Video Cassette Recorder (2 ea) \$544.00

*6730-00-T14-5020 - Projector, Slide Model 800 (2 ea) \$330.32

*7730-00-T14-9963 - Receiver TV Color (4 ea) \$3,440.00

*6730-00-663-9813 - Projector, Motion Picture AS-2 16MM (2 ea) \$1,980.00

* These items may be checked out at the Training Aid Service Center.

Sub Total \$10,467.46

FSNHOUSING ITEMS

7105-00-T14-9616 - Bed, Ends, MTL (40 ea) \$3,162.00

7105-00-139-8295 - Chest, 3 Drawers (40 ea) \$2,976.00

7210-00-682-6602 - Cover, Mattress (40 ea) \$118.80

7210-00-628-6505 - Mattress, Bed (40 ea) \$1,560.00

7105-00-139-8260 - Wardrobe, 2 Dr Wood (40 ea) \$1,980.00

Sub Total \$9,796.80

Total \$35,748.76

APPENDIX F

Survey of Individuals Involved with The Fort Jackson Military Adjustment Unit (MAU)

- 1) Unit Commanders
- 2) Drill Sergeants
- 3) MAU Staff
- 4) MAU Trainees

Philip Doughty - Syracuse University, Syracuse, N.Y.

Don Robinson - Robinson & Aoki, Inc., Los Angeles

William Wilson - Training Development Institute
TRADOC, Ft. Monroe, Va.

August 1981

Overview

This report includes information obtained via four different but related survey instruments distributed to military personnel who currently work with or who have recently been in some way involved with the Military Adjustment Unit at Fort Jackson. Each of the surveys was designed to obtain anonymous perceptions of the MAU's impact, utility and future prospects. Individuals surveyed represented the following categories:

- 1) All company commanders of basic and advanced initial training groups - 23 respondents
- 2) All drill sergeants in the Fort Jackson Training Brigade - 221 respondents
- 3) All MAU staff members - 7 respondents
- 4) Current and recent MAU trainees - 97 respondents

Except in the case of MAU attendees, all available representatives of the other three groups were requested to respond. Response rates and representativeness of all four groups of respondents was exceptional. Combined with the interview and observation data obtained during the Fort Jackson site visit, these survey results help provide a comprehensive, broad-based perspective on the MAU as implemented at one training installation.

Brief observations related to each of the four sets of survey results follow. They are intended primarily as guides for quick review and not necessarily as synopses of the most significant results or implications. In this context, for example, what might be judged significant and meaningful by MAU staff members could be viewed as less important by drill sergeants and vice versa. Most identified items suggest some kind of change or improvement in policy, procedure or relationship.

General conclusions and recommendations based upon these data are included in the overall report to which this is appended.

Company Commanders

1. Twenty-three of twenty-seven commanders responded to the survey.
2. Item 1-E: 65% agree that the MAU is doing an acceptable job.
3. Item 1-G: 10 of 23 are not clear on rules for assignment of trainees to the MAU.
4. Item 12-A: 17 of 23 do not support MAU staff follow-up with commanders.
5. Item 12-B: 14 of 23 do not support MAU staff follow-up with trainees.
6. Item 15: 16 of 23 would not prefer to be assigned as MAU staff.
7. Item 16-F: 8 of 23 would prefer a change in the times the MAU accepts trainees.
8. Item 17: 8 identified MAU counseling as one of its best features.
9. Item 18: 22 of 23 wrote that MAU staff qualifications were not sufficient.

Drill Sergeants

1. Two hundred twenty-one drill sergeants representing all basic and advanced initial entry training units responded.
2. Item 1-D: 77 of 221 are not convinced that the MAU is viable.
3. Item 1-E: 123 of 221 are not convinced that the MAU is doing an acceptable job.
4. Item 1-G: 93 of 221 are unsure of the rules for assigning trainees to the MAU.
5. Item 6-A: Absolute numbers cannot be determined from this item but considerable numbers of MAU assignees have been discharged.
6. Item 10: 117 of 221 did not respond to the question about information provided by MAU staff when returning trainees.
7. Item 12-A: 119 of 221 would not find MAU staff follow-up as useful.
8. Item 12-B: 135 of 221 would not prefer MAU staff follow-up with trainees.
9. Item 15: 148 of 221 do not covet MAU staff assignment.
10. Item 16-A: 36 identified MAU training session length as a concern.

11. Item 17: Positive features identified were: a) physical training, b) counseling, c) motivation and attitude change, d) problems identified, and e) willingness to take time with trainees.
12. Item 18: Worst features identified were: a) not enough physical training, b) lack of discipline, c) trainees returned to original unit, d) trainees return with same attitude.

MAU Staff

1. Item 2-A: Commanders and drill sergeants inappropriately use assignment to the MAU as a threat.
2. Item 2-C: Too many use the MAU as a step toward discharge.
3. Item 2-D: Too many use the MAU as a vehicle to eliminate undesirable trainees from their unit.
4. Item 2-E: Too many use the MAU as a holding facility.
5. Item 3-C: Many trainees view MAU as a step on the way to discharge.
6. Item 7-A: Trainees with learning difficulties are frequently assigned to the MAU.
7. Item 7-C: Trainees with poor physical conditioning are frequently assigned to the MAU.
8. Item 13: Feedback on trainee success and subsequent problems is desired by MAU staff.
9. Item 18-H: Relations with training units should be improved to help the MAU better accomplish its mission.

MAU Trainees

1. Item 1: Forty-six of ninety-seven trainees were assigned to the MAU at the time of the survey.
2. Item 2: All had been assigned only once to the MAU.
3. Item 6: Trainee perceptions of reasons for being assigned to the MAU were primarily:
 - a) lack of self confidence and attitude
 - b) lack of motivation
 - c) requesting a discharge
4. Item 7: Prior to being sent, trainees did not view the MAU as a vacation.

5. Item 9: Sixty percent felt that the MAU was helpful.
6. Item 10: Primary areas of MAU assistance were with:
 - a) motivation and understanding
 - b) self confidence and changed attitude
7. Item 11: Out of 97 respondees:
 - a) 21 were told that the MAU was a last chance before discharge
 - b) 17 were told it was a kind of jail
 - c) 49 were told it was a place to get special help.
8. Item 12: Seventy-six percent feel that trainees should request assignment to the MAU if they require special help.
9. Item 13: Seventy-five percent feel that the MAU can help in ways that their drill sergeant cannot.
10. Item 14: Positive features of the MAU were identified as:
 - a) physical training
 - b) counseling
 - c) films
 - d) personnel
 - e) time to think
11. Item 15: Worst features of the MAU were identified as:
 - a) formation for meals
 - b) physical training
12. Item 16: Recommendations to a friend about the MAU were as follows:
 - a) Good and helpful (35 trainees)
 - b) Stay cool - listen good (28 trainees)

APPENDIX F-1

Commander

MILITARY ADJUSTMENT UNIT (MAU) QUESTIONNAIRE RESPONSE SURVEY

QUESTIONNAIRE TO PI OR AII COMMANDER

THERE ARE 27 INDIVIDUALS WHO PARTICIPATED IN THIS STUDY:

RESPONSE DISTRIBUTION AMONG RESPONDENTS

UNIT ID	NO.	PERCENTAGE
	0	0.000 I
A 1 1	1	0.043 ID
B 1 1	0	0.000 I
C 1 1	0	0.000 I
D 1 1	0	0.000 I
E 7 2	1	0.043 ID
A 4 1	1	0.043 ID
B 4 1	1	0.043 ID
C 4 1	1	0.043 ID
A 6 2	1	0.043 ID
B 6 2	1	0.043 ID
C 6 2	1	0.043 ID
D 6 2	1	0.043 ID
E 6 2	1	0.043 ID
A 7 2	1	0.043 ID
B 7 2	0	0.000 I
C 7 2	1	0.043 ID
D 7 2	1	0.043 ID
A 8 2	1	0.043 ID
B 8 2	1	0.043 ID
C 8 2	1	0.043 ID
D 8 2	1	0.043 ID
E 8 2	1	0.043 ID
A 9 2	1	0.043 ID
B 9 2	1	0.043 ID
C 9 2	1	0.043 ID
D 9 2	1	0.043 ID
E 9 2	1	0.043 ID

THE SERVICE TIME DISTRIBUTION AMONG THE PARTICIPANTS;

SERVICE TIME DISTRIBUTION;

TIME IN MONTH	NO.	PERCENT	
< 60	6	0.261	10000000
60- 90	13	0.565	1000000000000000
90-120	3	0.130	1000
120-150	0	0.000	1
150-180	0	0.000	1
180-210	1	0.043	10
210-240	0	0.000	1
240+	0	0.000	1

23 VALUES

RAW DATA;	MEAN 70.65217391;	STANDARD DEVIATION 29.90944114
GROUPED DATA;	MEAN 76.30434783;	STANDARD DEVIATION 31.24995274

SERVICE TIME AS BT OR AIT COMMANDER

TIME IN MONTH	NO.	PERCENT	
< 6	6	0.261	10000000
6-12	5	0.217	1000000
12-18	11	0.478	1000000000000
18-24	1	0.043	10
24-30	0	0.000	1
30-36	0	0.000	1
36-42	0	0.000	1
42-48	0	0.000	1
48+	0	0.000	1

23 VALUES

RAW DATA;	MEAN 9.869565217;	STANDARD DEVIATION 4.957126972
GROUPED DATA;	MEAN 10.82608696;	STANDARD DEVIATION 5.434608693

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	20	0.870
DISAGREE	3	0.130
DON'T KNOW	0	0.000
NO RESPONSE	0	0.000

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	15	0.652
DISAGREE	5	0.217
DON'T KNOW	3	0.130
NO RESPONSE	0	0.000

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	5	0.217 100000
DISAGREE	12	0.522 10000000000000
DON'T KNOW	5	0.217 100000
NO RESPONSE	1	0.043 10

ITEM 1 G : THE RULES FOR DECIDING WHO TO ASSIGN TO THE MAU AND WHEN ARE CLEAR.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	13	0.565 1000000000000000
DISAGREE	7	0.304 10000000
DON'T KNOW	3	0.130 1000
NO RESPONSE	0	0.000 1

ITEM NO. 2

BELOW ARE SOME DESCRIPTIONS OF TRAINEE BEHAVIOR AND ATTITUDES, CHECK THOSE YOU WOULD REFER TO THE MAU, ASSUMING THAT YOU HAVE DONE EVERYTHING YOU COULD TO SOLVE THE PROBLEM.

- ITEM 2A: DIFFICULTY LEARNING THE GENERAL ORDERS AND OTHER SUBJECTS
- ITEM 2B: UNACCEPTABLE PHYSICAL CONDITION
- ITEM 2C: FREQUENT VIOLATION OF RULES
- ITEM 2D: WON'T FOLLOW ORDERS
- ITEM 2E: EXTREMELY LOW MORALE AFFECTING PERFORMANCE
- ITEM 2F: RACIAL OR SEXUAL PREJUDICES TOWARD FELLOW TRAINEES OR CADRE
- ITEM 2G: GETS INTO FREQUENT FIGHTS
- ITEM 2H: LANGUAGE PROBLEMS INHIBIT LEARNING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 2A	5	0.217 100000
ITEM 2B	1	0.043 10
ITEM 2C	13	0.565 1000000000000000
ITEM 2D	15	0.652 1000000000000000
ITEM 2E	20	0.870 10000000000000000000
ITEM 2F	13	0.565 1000000000000000
ITEM 2G	14	0.609 1000000000000000
ITEM 2H	1	0.043 10
NO RESP	1	0.043 10

ITEM NO 3

ACCORDING TO SOP, WHEN ARE YOU SUPPOSED TO REFER A TRAINEE TO MAU

ITEM 3A: AS SOON AS YOU IDENTIFY A SERIOUS PROBLEM

ITEM 3B: AFTER YOU HAVE MADE A REASONABLE ATTEMPT TO IDENTIFY AND SOLVE THE PROBLEM

ITEM 3C: AFTER YOU HAVE EXHAUSTED EVERY POSSIBLE MEANS OF IDENTIFYING AND SOLVING THE PROBLEM

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM 3A	2	0.087 100
ITEM 3B	14	0.609 1000000000000000
ITEM 3C	7	0.304 10000000
NO RESP	0	0.000 1

ITEM NO 4

IF YOUR OPINION IS DIFFERENT FROM OFFICIAL GUIDANCE, WHEN DO YOU FEEL YOU SHOULD BE ABLE TO ASSIGN AN TRAINEE TO MAU

ITEM 4A: AS SOON AS YOU IDENTIFY A SERIOUS PROBLEM

ITEM 4B: AFTER YOU HAVE MADE A REASONABLE ATTEMPT TO IDENTIFY AND SOLVE THE PROBLEM

ITEM 4C: AFTER YOU HAVE EXHAUSTED EVERY POSSIBLE MEANS OF IDENTIFYING AND SOLVING THE PROBLEM

ITEM 4D: WHEN YOU ARE CONVICTED THAT THE TRAINEE SHOULD BE DISCHARGED

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM 4A	0	0.000 1
ITEM 4B	12	0.522 100000000000000
ITEM 4C	6	0.261 10000000
ITEM 4D	0	0.000 1
NO RESP	5	0.217 100000

ITEM NO. 5

APPROXIMATELY HOW MANY TRAINEES HAVE YOU REFERRED TO THE MAU
IN THE PAST SIX MONTHS?

NO. OF TRAINEE	NO.	PERCENTAGE	
< 1	0	0.000	1
1- 6	3	0.130	1000
6-11	7	0.304	10000000
11-16	3	0.130	1000
16-21	5	0.217	100000
21-26	3	0.130	1000
26-31	1	0.043	10
31-36	0	0.000	1
36-41	1	0.043	10
41-46	0	0.000	1
46-51	0	0.000	1
51+	0	0.000	1

ITEM NO. 6

OF THE TRAINEES YOU REFERRED TO THE MAU IN THE PAST SIX MONTHS,
HOW MANY FELL INTO EACH OF THE FOLLOWING CATEGORIES AFTER
COMPLETING MAU TRAINING?

ITEM 6A: DISCHARGED

NO. OF TRAINEE	NO.	PERCENTAGE	
< 1	2	0.087	100
1- 6	9	0.391	1000000000
6-11	7	0.304	10000000
11-16	4	0.174	10000
16-21	1	0.043	10
21-26	0	0.000	1
26-31	0	0.000	1
31-36	0	0.000	1
36-41	0	0.000	1
41-46	0	0.000	1
46-51	0	0.000	1
51+	0	0.000	1

ITEM 6B: RETURNED TO YOU TO CONTINUE TRAINING

NO. OF TRAINEE	NO.	PERCENTAGE	
< 1	4	0.174	10000
1- 6	10	0.435	10000000000
6-11	7	0.304	10000000
11-16	1	0.043	10
16-21	1	0.043	10
21-26	0	0.000	1
26-31	0	0.000	1
31-36	0	0.000	1
36-41	0	0.000	1
41-46	0	0.000	1
46-51	0	0.000	1
51+	0	0.000	1

ITEM 6C: RETURNED TO ANOTHER DRILL SERGEANT IN YOUR UNIT TO
CONTINUE TRAINING

NO. OF TRAINEE	NO.	PERCENTAGE	
< 1	14	0.609	10000000000000
1- 6	9	0.391	1000000000
6-11	0	0.000	1
11-16	0	0.000	1
16-21	0	0.000	1
21-26	0	0.000	1
26-31	0	0.000	1
31-36	0	0.000	1
36-41	0	0.000	1
41-46	0	0.000	1
46-51	0	0.000	1
51+	0	0.000	1

NO. OF TRAINEE	NO.	PERCENTAGE
< 1	7	0.304 100000000
1- 6	12	0.522 100000000000000
6-11	2	0.087 100
11-16	2	0.087 100
16-21	0	0.000 1
21-26	0	0.000 1
26-31	0	0.000 1
31-36	0	0.000 1
36-41	0	0.000 1
41-46	0	0.000 1
46-51	0	0.000 1
51+	0	0.000 1

ITEM 6E: DON'T KNOW

NO.	OF
TRAINEE	NO., PERCENTAGE
(1	21 0.913 ooooooooooooooooooooooo
1- 6	1 0.043 o
6-11	0 0.000
11-16	0 0.000
16-21	0 0.000
21-26	1 0.043 o
26-31	0 0.000
31-36	0 0.000
36-41	0 0.000
41-46	0 0.000
46-51	0 0.000
51+	0 0.000

ITEM NO. 7

OF YOUR PROBLEM TRAINEES (WHETHER OR NOT YOU REFER THEM TO THE MAU),
WHAT PERCENTAGE FALL INTO EACH OF THE FOLLOWING CATEGORIES?

ITEM 7A: ADJUSTMENT FROM PREVIOUS ENVIRONMENT

PERCENTAGE	NO.	PERCENTAGE
< 5.00	3	0.136 1000
5.00-15.00	4	0.182 10000
15.00-25.00	3	0.136 1000
25.00-35.00	1	0.045 10
35.00-45.00	3	0.136 1000
45.00-55.00	4	0.182 10000
55.00-65.00	1	0.045 10
65.00-75.00	1	0.045 10
75.00-85.00	2	0.091 100
85.00-95.00	0	0.000 1
95.00+	0	0.000 1

22 VALUES

RAW DATA: MEAN 32.68181818; STANDARD DEVIATION 24.73934364
GROUPED DATA: MEAN 33.63636364; STANDARD DEVIATION 24.96278221

ITEM 7B: STREET-WISE, BELLIGERENT ATTITUDES

PERCENTAGE	NO.	PERCENTAGE
< 5.00	0	0.000 1
5.00-15.00	10	0.455 100000000000
15.00-25.00	3	0.136 1000
25.00-35.00	4	0.182 10000
35.00-45.00	2	0.091 100
45.00-55.00	1	0.045 10
55.00-65.00	0	0.000 1
65.00-75.00	2	0.091 100
75.00-85.00	0	0.000 1
85.00-95.00	0	0.000 1
95.00+	0	0.000 1

22 VALUES

RAW DATA: MEAN 24.5; STANDARD DEVIATION 18.67119804
GROUPED DATA: MEAN 25; STANDARD DEVIATION 18.52516716

ITEM 7C: PERSONAL/EMOTIONAL PROBLEMS

PERCENTAGE	NO.	PERCENTAGE
< 5.00	0	0.000 1
5.00-15.00	9	0.409 1000000000
15.00-25.00	5	0.227 100000
25.00-35.00	4	0.182 10000
35.00-45.00	0	0.000 1
45.00-55.00	3	0.136 1000
55.00-65.00	1	0.045 10
65.00-75.00	0	0.000 1
75.00-85.00	0	0.000 1
85.00-95.00	0	0.000 1
95.00+	0	0.000 1

22 VALUES

RAW DATA: MEAN 21.68181818; STANDARD DEVIATION 16.38565438
 GROUPED DATA: MEAN 23.63636364; STANDARD DEVIATION 15.53455226

ITEM 7D: OFFENDERS OF UNIT AND/OR DRILL SERGEANT RULES OF CONDUCT/PERFORMANCE

PERCENTAGE	NO.	PERCENTAGE
< 5.00	5	0.227 100000
5.00-15.00	6	0.273 1000000
15.00-25.00	5	0.227 100000
25.00-35.00	2	0.091 100
35.00-45.00	2	0.091 100
45.00-55.00	1	0.045 10
55.00-65.00	0	0.000 1
65.00-75.00	0	0.000 1
75.00-85.00	0	0.000 1
85.00-95.00	1	0.045 10
95.00+	0	0.000 1

22 VALUES

RAW DATA: MEAN 19.18181818; STANDARD DEVIATION 21.22099382
 GROUPED DATA: MEAN 20; STANDARD DEVIATION 20.67057637

THERE IS 1 PARTICIPANT WHO DID NOT RESPOND TO ITEM 7

ITEM 8A: RETURNED TO YOUR COMPANY AND TO THE SAME DRILL SERGEANT
ITEM 8B: RETRUNED TO YOUR COMPANY BUT TO ANOTHER DRILL SERGEANT
ITEM 8C: ASSIGNED TO ANOTHER COMPANY
ITEM 8D: IT DEPENDS UPON THE TRAINEE

[illegible]

ITEM NO. 9

ITEM 9A: PROBLEM IDENTIFIED BY THE MAU
ITEM 9B: ACTION TAKEN TO SOLVE THE PROBLEM
ITEM 9C: EVALUATION OF TRAINEE PERFORMANCE AND ATTITUDE IN MAU
ITEM 9D: RECOMMENDATIONS ON HOW YOU CAN BEST DEAL WITH THE TRAINEE
AND FOLLOW-UP ON MAU ACTION
ITEM 9E: OTHER

TYPE	N _{O.}	PERCENTAGE
ITEM 9A	20	0.870 00000000000000000000
ITEM 9B	17	0.739 000000000000000000
ITEM 9C	23	1.000 0000000000000000000000
ITEM 9D	19	0.826 00000000000000000000
ITEM 9E	0	0.000
NO RESF	0	0.000

ITEM NO. 10

OF THE INFORMATION YOU NEED, WHICH OF IT DO YOU PRESENTLY GET FROM MAU,

ITEM 10A: PROBLEM IDENTIFIED BY THE MAU

ITEM 10B: ACTION TAKEN TO SOLVE THE PROBLEM

ITEM 10C: EVALUATION OF TRAINEE PERFORMANCE AND ATTITUDE IN MAU

ITEM 10D: RECOMMENDATIONS ON HOW YOU CAN BEST DEAL WITH THE TRAINEE AND FOLLOW-UP ON MAU ACTION

ITEM 10E: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE	
ITEM 10A	17	0.739	
ITEM 10B	10	0.435	
ITEM 10C	20	0.870	
ITEM 10D	15	0.652	
ITEM 10E	0	0.000	
NO RESP	3	0.130	

ITEM NO. 11

OF THE INFORMATION YOU DO RECEIVE FROM THE MAU, HOW USEFUL IS IT TO YOU

THE DISTRIBUTION OF RESPONSES

USEFULNESS	NO.	PERCENTAGE	
	0	0.000	
EXTREMELY	4	0.174	
PRETTY	6	0.261	
SOMETIMES	9	0.391	
NOT VERY	4	0.174	
NOT AT ALL	0	0.000	
NO RESPONSE	0	0.000	

ITEM NO. 12

WOULD IT BE USEFUL IF;

ITEM 12A: YOU HAD MORE/BETTER CONTACT WITH MAU STAFF AFTER YOUR
TRAINEE HAVE COMPLETED MAU TRAINING?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	6	0.261 1000000
NO	15	0.652 1000000000000000
NO RESP	2	0.087 100

ITEM 12B: THE MAU STAFF WOULD/COULD FOLLOW-UP WITH THEIR TRAINEES
AFTER THEY HAVE COMPLETED MAU TRAINING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	9	0.391 1000000000
NO	13	0.565 1000000000000000
NO RESP	1	0.043 10

ITEM NO. 13

IN YOUR EXPERIENCE, WHAT PERCENTAGE OF TRAINEES ARE TURNED AROUND
AS A RESULT OF THE MAU EXPERIENCE?

PERCENTAGE	NO.	PERCENTAGE
< 1.00	1	0.043 10
1.00-11.00	3	0.130 1000
11.00-21.00	2	0.087 100
21.00-31.00	2	0.087 100
31.00-41.00	4	0.174 10000
41.00-51.00	4	0.174 10000
51.00-61.00	0	0.000 1
61.00-71.00	0	0.000 1
71.00-81.00	6	0.261 1000000
81.00-91.00	1	0.043 10
91.00+	0	0.000 1

23 VALUES

RAW DATA: MEAN 44; STANDARD DEVIATION 27.16775582

GROUPED DATA: MEAN 42.08695652; STANDARD DEVIATION 27.14520222

ITEM NO. 14

IN YOUR OPINION, WHAT PERCENTAGE OF YOUR TRAINEES HAVE THE FOLLOWING
KNOWLEDGE ABOUT OR ATTITUDE TOWARD THE MAU BEFORE BEING ASSIGNED THERE

ITEM 14A: DON'T KNOW ABOUT IT

PERCENTAGE	NO.	PERCENTAGE
< 1.00	6	0.286 1000000
1.00-11.00	5	0.238 100000
11.00-21.00	3	0.143 1000
21.00-31.00	1	0.048 10
31.00-41.00	0	0.000 1
41.00-51.00	3	0.143 1000
51.00-61.00	0	0.000 1
61.00-71.00	0	0.000 1
71.00-81.00	0	0.000 1
81.00-91.00	0	0.000 1
91.00+	3	0.143 1000

ITEM 14B: WANT TO AVOID IT

PERCENTAGE	NO.	PERCENTAGE
< 1.00	3	0.143 1000
1.00-11.00	6	0.286 1000000
11.00-21.00	0	0.000 1
21.00-31.00	3	0.143 1000
31.00-41.00	2	0.095 100
41.00-51.00	1	0.048 10
51.00-61.00	0	0.000 1
61.00-71.00	1	0.048 10
71.00-81.00	1	0.048 10
81.00-91.00	0	0.000 1
91.00+	4	0.190 10000

ITEM 14C: BELIEVE IT CAN HELP THEM

PERCENTAGE	NO.	PERCENTAGE
< 1.00	4	0.190 10000
1.00-11.00	10	0.476 10000000000
11.00-21.00	1	0.048 10
21.00-31.00	2	0.095 100
31.00-41.00	0	0.000 1
41.00-51.00	1	0.048 10
51.00-61.00	1	0.048 10
61.00-71.00	1	0.048 10
71.00-81.00	0	0.000 1
81.00-91.00	0	0.000 1
91.00+	1	0.048 10

ITEM 14D: WOULD RATHER BE THERE THAN WHERE THEY ARE

PERCENTAGE	NO.	PERCENTAGE
< 1.00	9	0.429 1000000000
1.00-11.00	7	0.333 10000000
11.00-21.00	1	0.048 10
21.00-31.00	1	0.048 10
31.00-41.00	0	0.000 1
41.00-51.00	2	0.095 100
51.00-61.00	0	0.000 1
61.00-71.00	1	0.048 10
71.00-81.00	0	0.000 1
81.00-91.00	0	0.000 1
91.00+	0	0.000 1

ITEM NO. 16

F-1-18

IF YOU HAD ANYTHING TO DO WITH IT, WHAT WOULD YOU CHANGE ABOUT THE PRESENT MAU IN THE FOLLOWING CATEGORIES?

ITEM 16A: LENGTH

ITEM 16B: FOI

ITEM 16C: TRAINING SCHEDULE

ITEM 16D: METHODS OF DEALING WITH TRAINEES

ITEM 16E: MAU RELATIONSHIPS AND DEALINGS WITH YOU OR YOUR UNIT

ITEM 16F: TIMES AT WHICH THE UNIT WILL ACCEPT TRAINEES

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 16A	4	0.174 10000
ITEM 16B	3	0.130 1000
ITEM 16C	2	0.087 100
ITEM 16D	4	0.174 10000
ITEM 16E	3	0.130 1000
ITEM 16F	8	0.348 1000000000
NO RESP	10	0.435 10000000000

THE FOLLOWING IS A LIST OF IDENTIFIABLE RECOMMENDED CHANGES

ITEM 16A, LENGTH

NO. OF PEOPLE	RECOMMENDED CHANGE
1	SHOULD DEPEND ON PROBLEM
1	7 DAYS
2	3 DAYS

ITEM 16B, FOI

NO. OF PEOPLE	RECOMMENDED CHANGE
1	HANDLE ATTITUDE CASES ONLY
1	NO MOVIES OR VISITS
1	TOUGHER

ITEM 16C, TRAINING SCHEDULE

NO. OF PEOPLE	RECOMMENDED CHANGE
1	14 HOURS
1	TOUGHER

ITEM 16D, METHODS OF DEALING WITH TRAINEES

NO. OF PEOPLE	RECOMMENDED CHANGE
1	MORE DISCIPLINE
2	SHOULD BE MORE FORCEFUL

ITEM 16E, MAU RELATIONSHIPS AND DEALINGS WITH YOU OR YOUR UNIT

NO. OF PEOPLE	RECOMMENDED CHANGE
1	MORE INDEPTH CHARACTER STUDY
1	NEEDS FOLLOW-UP PROGRAM
1	MORE COOPERATIVE

ITEM 16F, TIMES AT WHICH THE UNIT WILL ACCEPT TRAINEES

7	24 HOURS, ANY TIME
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ITEM NO. 17

WHAT ARE TWO OR THREE OF THE BEST FEATURES OF THE MAU

THERE ARE 17 PARTICIPANTS WHO RESPONDED TO THIS QUESTION
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	DESCRIPTION
1	NOTHING GOOD
1	RESPONSIBILITIES OF SERGEANTS IDENTIFIED
1	ROLE OF TRAINEES
8	COUNSELING
1	SM IS ENROLLED 24 HOURS A DAY
3	PT IS DONE SEVERAL TIMES A DAY
2	CHANCE TO RELAX
1	BASIC MILITARY SUBJECTS
1	OVERVIEW OF AIT
2	POSITIVE TEACHING CHANGES ATTITUDE
1	MORE TIME FOR LEARNING
1	DETAILED ORIENTATION ON ARMY AND BT

ITEM NO. 18

WHAT ARE TWO OR THREE OF THE WORST FEATURES OF THE MAU

THERE ARE 17 PARTICIPANTS WHO RESPONDED TO THIS QUESTION
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	DESCRIPTION
1	TOO SHORT TO ALLOW FOR SUFFICIENT COUNSELING
1	NO MOTIVATIONAL PROBLEMS SOLVED
7	ATMOSPHERE TOO RELAXED
22	MAU STAFF'S QUALIFICATION NOT GOOD ENOUGH
1	TRAINING TIME LOST
1	DON'T ACCEPT TRAINEES ON WEEKEND
1	MORE PT
1	RECOMMENDATIONS NOT TO THE POINT
1	SEPERATE SM FROM THE FLOW OF TRAINING
1	TOO MANY ARE SENT TO MAU

ITEM NO. 19

ADDITIONAL COMMENTS

THERE ARE 4 PARTICIPANTS HAD ADDITIONAL COMMENTS
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	COMMENTS
1	RETIRED, SUCCESSFUL SOLDIERS MAY BE MORE HELPFUL
2	CLOSE IT UP
1	SEPARATE MAU AS (1)PRESENT STATE
	(2)A UNIT SIMILAR TO CCF
1	BT SHOULD BE VERY DEMANDING

END

APPENDIX F-2

Drill Sergeant

MILITARY ADJUSTMENT UNIT (MAU) QUESTIONNAIRE RESPONSE SURVEY

QUESTIONNAIRE TO DRILL SERGEANT

THERE ARE 27 UNITS PARTICIPATED THIS STUDY;

RESPONSE DISTRIBUTION AMONG UNITS

UNIT

ID	NO.	PERCENTAGE	
	0	0.000	1
A 1 1	6	0.027	1000000
B 1 1	9	0.041	1000000000
C 1 1	8	0.036	100000000
D 1 1	8	0.036	100000000
E 1 1	7	0.032	10000000
A 4 1	9	0.041	1000000000
B 4 1	10	0.045	10000000000
C 4 1	11	0.050	100000000000
A 6 2	12	0.054	1000000000000
B 6 2	8	0.036	100000000
C 6 2	10	0.045	10000000000
D 6 2	11	0.050	100000000000
E 6 2	9	0.041	1000000000
A 7 2	9	0.041	1000000000
B 7 2	8	0.036	100000000
C 7 2	5	0.023	100000
D 7 2	6	0.027	1000000
A 8 2	8	0.036	100000000
B 8 2	8	0.036	100000000
C 8 2	8	0.036	100000000
D 8 2	10	0.045	10000000000
E 8 2	9	0.041	1000000000
A 9 2	7	0.032	10000000
B 9 2	8	0.036	100000000
C 9 2	9	0.041	1000000000
D 9 2	5	0.023	100000
E 9 2	3	0.014	1000

TIME IN

221 VALUES

SEVICE TIME AS DRILL SERGEANT

TIME IN

221 VALUES

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RAW DATA:      MEAN 17.8;      STANDARD DEVIATION 21.1
GROUPED DATA:  MEAN 16.8;      STANDARD DEVIATION 14

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ITEM NO. 1

MAKE A CHECK IN THE APPROPRIATE COLUMN TO INDICATE WHETHER YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS.

ITEM 1 A : THERE ARE TRAINEES IN BT AND AIT WHO DO NOT PERFORM UP TO THEIR POTENTIAL.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	217	0.982
DISAGREE	1	0.005
DON'T KNOW	2	0.009
NO RESPONSE	1	0.005

221 VALUES

RAW DATA; MEAN 1.04; STANDARD DEVIATION 0.283

GROUPED DATA; MEAN 1.54; STANDARD DEVIATION 0.283

ITEM 1 B : REASONABLE ATTEMPTS SHOULD BE MADE TO HELP THOSE WHO HAVE POTENTIAL TO MAKE IT IN THE ARMY.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	213	0.964
DISAGREE	6	0.027
DON'T KNOW	2	0.009
NO RESPONSE	0	0.000

221 VALUES

RAW DATA; MEAN 1.05; STANDARD DEVIATION 0.248

GROUPED DATA; MEAN 1.55; STANDARD DEVIATION 0.248

ITEM 1 C : IT IS POSSIBLE FOR SOMEONE OTHER THAN THE DRILL SERGEANT TO IDENTIFY THE PROBLEMS OF TRAINEES AND HELP THEM.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	179	0.810
DISAGREE	29	0.131
DON'T KNOW	12	0.054
NO RESPONSE	1	0.005

221 VALUES

RAW DATA; MEAN 1.25; STANDARD DEVIATION 0.57

GROUPED DATA; MEAN 1.75; STANDARD DEVIATION 0.57

ITEM 1 D : A MILITARY ADJUSTMENT UNIT IS ONE WAY TO HELP SOLVE
THOSE PROBLEMS OF THE TRAINEE.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	144	0.652
DISAGREE	52	0.235
DON'T KNOW	25	0.113
NO RESPONSE	0	0.000

221 VALUES

RAW DATA; MEAN 1.46; STANDARD DEVIATION 0.689

GROUPED DATA; MEAN 1.96; STANDARD DEVIATION 0.689

ITEM 1 E : THE PRESENT MAU IS DOING AN ACCEPTABLE JOB IN HELPING
TRAINEES TURN AROUND AND BECOME SUCCESSFUL.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	95	0.430
DISAGREE	81	0.367
DON'T KNOW	42	0.190
NO RESPONSE	3	0.014

221 VALUES

RAW DATA; MEAN 1.79; STANDARD DEVIATION 0.793

GROUPED DATA; MEAN 2.29; STANDARD DEVIATION 0.793

ITEM 1 F : THE THREAT OF ASSIGNMENT TO THE MAU IS AN EFFECTIVE MEANS
OF TURNING SOME TRAINEES AROUND WITHOUT ACTUALLY HAVING
TO MAKE THE ASSIGNMENT.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	93	0.421
DISAGREE	103	0.466
DON'T KNOW	23	0.104
NO RESPONSE	2	0.009

221 VALUES

RAW DATA; MEAN 1.7; STANDARD DEVIATION 0.687

GROUPED DATA; MEAN 2.2; STANDARD DEVIATION 0.687

ITEM 1 G : THE RULES FOR DECIDING WHO TO ASSIGN TO THE MAU AND
WHEN ARE CLEAR.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
AGREE	122	0.552
DISAGREE	59	0.267
DON'T KNOW	34	0.154
NO RESPONSE	6	0.027

221 VALUES

RAW DATA: MEAN 1.66; STANDARD DEVIATION 0.834
GROUPED DATA: MEAN 2.16; STANDARD DEVIATION 0.834

ITEM NO. 2

BELOW ARE SOME DESCRIPTIONS OF TRAINEE BEHAVIOR AND ATTITUDES.
CHECK THOSE YOU WOULD REFER TO THE MAU, ASSUMING THAT YOU HAVE
DONE EVERYTHING YOU COULD TO SOLVE THE PROBLEM.

ITEM 2A: DIFFICULTY LEARNING THE GENERAL ORDERS AND OTHER SUBJECTS
ITEM 2B: UNACCEPTABLE PHYSICAL CONDITION
ITEM 2C: FREQUENT VIOLATION OF RULES
ITEM 2D: WON'T FOLLOW ORDERS
ITEM 2E: EXTREMELY LOW MORALE AFFECTING PERFORMANCE
ITEM 2F: RACIAL OR SEXUAL PREJUDICES TOWARD FELLOW TRAINEES OR CADRE
ITEM 2G: GETS INTO FREQUENT FIGHTS
ITEM 2H: LANGUAGE PROBLEMS INHIBIT LEARNING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 2A	52	0.235
ITEM 2B	37	0.167
ITEM 2C	159	0.719
ITEM 2D	139	0.629
ITEM 2E	166	0.751
ITEM 2F	114	0.516
ITEM 2G	107	0.484
ITEM 2H	16	0.072
NO RESP	15	0.068

ITEM NO 3

ACCORDING TO SOP, WHEN ARE YOU SUPPOSED TO REFER A TRAINEE TO MAU

ITEM 1A: AS SOON AS YOU IDENTIFY A SERIOUS PROBLEM

ITEM 3B: AFTER YOU HAVE MADE A REASONABLE ATTEMPT TO IDENTIFY AND SOLVE THE PROBLEM

ITEM 3C: AFTER YOU HAVE EXHAUSTED EVERY POSSIBLE MEANS OF IDENTIFYING
AND SOLVING THE PROBLEM

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
1	1	100

0 0.000 1

	10	0.000	
ITEM 3A	20	0.090	000000000000

[illegible][illegible]

NO RESF	8	0.036	10000
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221 VALUES

RAW DATA: MEAN 2.43; STANDARD DEVIATION 0.706

GROUPED DATA: MEAN 2.93; STANDARD DEVIATION 0.706

ITEM NO 4

IF YOUR OPINION IS DIFFERENT FROM OFFICIAL GUIDANCE, WHEN DO YOU
FEEL YOU SHOULD BE ABLE TO ASSIGN AN TRAINEE TO MAU.

ITEM 4A: AS SOON AS YOU IDENTIFY A SERIOUS PROBLEM

ITEM 4B: AFTER YOU HAVE MADE A REASONABLE ATTEMPT TO IDENTIFY
AND SOLVE THE PROBLEM

ITEM 4C: AFTER YOU HAVE EXHAUSTED EVERY POSSIBLE MEANS OF IDENTIFYING AND SOLVING THE PROBLEM

ITEM 4D: WHEN YOU ARE CONVINCED THAT THE TRAINEE SHOULD BE DISCHARGED

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
1	1	100

0 0.000 1

[illegible][illegible][illegible]

ITEM 4D	7	0.032	10000
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NO RESP      29      0.131 1000000000000000000000
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221 VALUES

RAW DATA: MEAN 2.67; STANDARD DEVIATION 1.17

GROUPED DATA: MEAN 3.17; STANDARD DEVIATION 1.17

NO. OF

TRAINEE	NO.	PERCENTAGE
1	1	100
2	1	100
3	1	100
4	1	100
5	1	100
6	1	100
7	1	100
8	1	100
9	1	100
10	1	100
11	1	100
12	1	100
13	1	100
14	1	100
15	1	100
16	1	100
17	1	100
18	1	100
19	1	100
20	1	100
21	1	100
22	1	100
23	1	100
24	1	100
25	1	100
26	1	100
27	1	100
28	1	100
29	1	100
30	1	100
31	1	100
32	1	100
33	1	100
34	1	100
35	1	100
36	1	100
37	1	100
38	1	100
39	1	100
40	1	100
41	1	100
42	1	100
43	1	100
44	1	100
45	1	100
46	1	100
47	1	100
48	1	100
49	1	100
50	1	100
51	1	100
52	1	100
53	1	100
54	1	100
55	1	100
56	1	100
57	1	100
58	1	100
59	1	100
60	1	100
61	1	100
62	1	100
63	1	100
64	1	100
65	1	100
66	1	100
67	1	100
68	1	100
69	1	100
70	1	100
71	1	100
72	1	100
73	1	100
74	1	100
75	1	100
76	1	100
77	1	100
78	1	100
79	1	100
80	1	100
81	1	100
82	1	100
83	1	100
84	1	100
85	1	100
86	1	100
87	1	100
88	1	100
89	1	100
90	1	100
91	1	100
92	1	100
93	1	100
94	1	100
95	1	100
96	1	100
97	1	100
98	1	100
99	1	100
100	1	100

[illegible]

221 VALUES

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RAW DATA:      MEAN 5.37;      STANDARD DEVIATION 9.7
GROUPED DATA:  MEAN 4.97;      STANDARD DEVIATION 8

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ITEM NO. 6

OF THE TRAINEES YOU REFERRED TO THE MAU IN THE PAST SIX MONTHS,
HOW MANY FELL INTO EACH OF THE FOLLOWING CATEGORIES AFTER
COMPLETING MAU TRAINING?

ITEM 6A: DISCHARGED

NO. OF

TRAINEE	NO.	PERCENTAGE
1	1	100
2	1	100
3	1	100
4	1	100
5	1	100
6	1	100
7	1	100
8	1	100
9	1	100
10	1	100
11	1	100
12	1	100
13	1	100
14	1	100
15	1	100
16	1	100
17	1	100
18	1	100
19	1	100
20	1	100
21	1	100
22	1	100
23	1	100
24	1	100
25	1	100
26	1	100
27	1	100
28	1	100
29	1	100
30	1	100
31	1	100
32	1	100
33	1	100
34	1	100
35	1	100
36	1	100
37	1	100
38	1	100
39	1	100
40	1	100
41	1	100
42	1	100
43	1	100
44	1	100
45	1	100
46	1	100
47	1	100
48	1	100
49	1	100
50	1	100
51	1	100
52	1	100
53	1	100
54	1	100
55	1	100
56	1	100
57	1	100
58	1	100
59	1	100
60	1	100
61	1	100
62	1	100
63	1	100
64	1	100
65	1	100
66	1	100
67	1	100
68	1	100
69	1	100
70	1	100
71	1	100
72	1	100
73	1	100
74	1	100
75	1	100
76	1	100
77	1	100
78	1	100
79	1	100
80	1	100
81	1	100
82	1	100
83	1	100
84	1	100
85	1	100
86	1	100
87	1	100
88	1	100
89	1	100
90	1	100
91	1	100
92	1	100
93	1	100
94	1	100
95	1	100
96	1	100
97	1	100
98	1	100
99	1	100
100	1	100

[illegible]

158 VALUES

FAW DATA: MEAN 3.74; STANDARD DEVIATION 8.72
GROUPED DATA: MEAN 4.01; STANDARD DEVIATION 6.68

ITEM 7A: ADJUSTMENT FROM PREVIOUS ENVIRONMENT

179 VALUES

ITEM 7B: STREET-WISE, BELLIGERENT ATTITUDES

179 VALUES

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RAW DATA:      MEAN 31.5;      STANDARD DEVIATION 31.5
GROUPED DATA: MEAN 32.2;      STANDARD DEVIATION 31.6

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ITEM NO. 8

IF YOU HAD YOUR WAY, HOW WOULD THE TRAINEES YOU REFER TO THE MAU BE ASSIGNED AFTER COMPLETING MAU TRAINING AND BEING RETURNED TO CONTINUE TRAINING?

ITEM 8A: RETURNED TO YOU

ITEM 8B: ASSIGNED TO ANOTHER UNIT AND/OR DRILL SERGEANT

ITEM 8C: IT DEPENDS UPON THE TRAINEE

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
ITEM 8A	29	0.131
ITEM 8B	77	0.348
ITEM 8C	97	0.439
NO RESP	18	0.081

ITEM NO. 9

FOR TRAINEES THAT YOU ARE ASSIGNED WHEN HE/SHE RETURNS FROM THE MAU, WHAT INFORMATION DO YOU NEED FROM THE MAU TO MOST EFFECTIVELY DEAL WITH THE TRAINEE?

ITEM 9A: PROBLEM IDENTIFIED BY THE MAU

ITEM 9B: ACTION TAKEN TO SOLVE THE PROBLEM

ITEM 9C: EVALUATION OF TRAINEE PERFORMANCE AND ATTITUDE IN MAU

ITEM 9D: RECOMMENDATIONS ON HOW YOU CAN BEST DEAL WITH THE TRAINEE AND FOLLOW-UP ON MAU ACTION

ITEM 9E: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 9A	148	0.670
ITEM 9B	131	0.593
ITEM 9C	186	0.842
ITEM 9D	131	0.593
ITEM 9E	7	0.032
NO RESP	12	0.054

ITEM NO. 10

OF THE INFORMATION YOU NEED, WHICH OF IT DO YOU PRESENTLY GET FROM MAU.

- ITEM 10A: PROBLEM IDENTIFIED BY THE MAU
 ITEM 10B: ACTION TAKEN TO SOLVE THE PROBLEM
 ITEM 10C: EVALUATION OF TRAINEE PERFORMANCE AND ATTITUDE IN MAU
 ITEM 10D: RECOMMENDATIONS ON HOW YOU CAN BEST DEAL WITH THE TRAINEE AND FOLLOW-UP ON MAU ACTION
 ITEM 10E: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 10A	56	0.253
ITEM 10B	33	0.149
ITEM 10C	90	0.407
ITEM 10D	40	0.181
ITEM 10E	6	0.027
NO RESP	117	0.529

ITEM NO. 11

OF THE INFORMATION YOU DO RECEIVE FROM THE MAU, HOW USEFUL IS TO YOU

THE DISTRIBUTION OF RESPONSES

USEFULNESS	NO.	PERCENTAGE
EXTREMELY	36	0.163
PRETTY	29	0.131
SOMETIMES	96	0.434
NOT VERY	10	0.045
NOT AT ALL	13	0.059
NO RESPONSE	37	0.167

221 VALUES

RAW DATA: MEAN 3.21; STANDARD DEVIATION 1.59
 GROUPED DATA: MEAN 3.71; STANDARD DEVIATION 1.59

ITEM NO. 12

WOULD IT BE USEFUL IF:

ITEM 12A: YOU HAD MORE/BETTER CONTACT WITH MAU STAFF AFTER YOUR
 TRAINEES HAVE COMPLETED MAU TRAINING?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
YES	102	0.462
NO	87	0.394
NO RESP	32	0.145

221 VALUES

RAW DATA: MEAN 1.68; STANDARD DEVIATION 0.711

GROUPED DATA: MEAN 2.18; STANDARD DEVIATION 0.711

ITEM 12B: THE MAU STAFF WOULD/COULD FOLLOW-UP WITH THEIR TRAINEES
 AFTER THEY HAVE COMPLETED MAU TRAINING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
YES	86	0.389
NO	102	0.462
NO RESP	33	0.149

221 VALUES

RAW DATA: MEAN 1.76; STANDARD DEVIATION 0.694

GROUPED DATA: MEAN 2.26; STANDARD DEVIATION 0.694

ITEM NO. 13

IN YOUR EXPERIENCE, WHAT PERCENTAGE OF TRAINEES ARE TURNED AROUND
AS A RESULT OF THE MAU EXPERIENCE?

PERCENTAGE	NO.	PERCENTAGE
< 1.00	67	0.303
1.00-11.00	37	0.167
11.00-21.00	12	0.054
21.00-31.00	19	0.086
31.00-41.00	11	0.050
41.00-51.00	30	0.136
51.00-61.00	4	0.018
61.00-71.00	7	0.032
71.00-81.00	17	0.077
81.00-91.00	11	0.050
91.00+	6	0.027

221 VALUES

RAW DATA: MEAN 29.50226244; STANDARD DEVIATION 30.97753155

GROUPED DATA: MEAN 26.76923077; STANDARD DEVIATION 31.23181685

ITEM NO. 14

IN YOUR OPINION, WHAT PERCENTAGE OF YOUR TRAINEES HAVE THE FOLLOWING
KNOWLEDGE ABOUT OR ATTITUDE TOWARD THE MAU BEFORE BEING ASSIGNED THERE

ITEM 14A; DON'T KNOW ABOUT IT

PERCENTAGE	NO.	PERCENTAGE
< 1.00	100	0.559
1.00-11.00	16	0.089
11.00-21.00	4	0.022
21.00-31.00	9	0.050
31.00-41.00	2	0.011
41.00-51.00	11	0.061
51.00-61.00	0	0.000
61.00-71.00	3	0.017
71.00-81.00	7	0.039
81.00-91.00	8	0.045
91.00+	19	0.106

179 VALUES

RAW DATA: MEAN 24.73184358; STANDARD DEVIATION 36.59296941

GROUPED DATA: MEAN 21.30726257; STANDARD DEVIATION 36.74296197

179 VALUES

ITEM 14C: BELIEVE IT CAN HELP THEM

179 VALUES

RAW DATA:	MEAN	12.06703911;	STANDARD DEVIATION	23.27215656
GROUPED DATA:	MEAN	8.681564246;	STANDARD DEVIATION	23.36411434

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179 VALUES

GROUPED DATA: MEAN 6; STANDARD DEVIATION 22.74463532

[illegible]

179 VALUES

GROUPED DATA: MEAN 16.11173184; STANDARD DEVIATION 30.43426522

PERCENTAGE	NO.	PERCENTAGE
< 1.00	176	0.983
1.00-11.00	1	0.006
11.00-21.00	1	0.006
21.00-31.00	0	0.000
31.00-41.00	0	0.000
41.00-51.00	1	0.006
51.00-61.00	0	0.000
61.00-71.00	0	0.000
71.00-81.00	0	0.000
81.00-91.00	0	0.000
91.00+	0	0.000

179 VALUES

GROUPED DATA: MEAN -3.553072626; STANDARD DEVIATION 4.069401978

F-2-18

IF YOU HAD A CHOICE, WOULD YOU LIKE DUTY WITH THE MAU?

TYPE	NO.	PERCENTAGE
	0	0.000
YES	73	0.330
NO	137	0.620
NO RESP	11	0.050

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RAW DATA:      MEAN 1.719457014;    STANDARD DEVIATION 0.5489864575
GROUPED DATA:  MEAN 2.219457014;    STANDARD DEVIATION 0.5489864575
```

IF YOU HAD ANYTHING TO DO WITH IT, WHAT WOULD YOU CHANGE ABOUT THE PRESENT MAU IN THE FOLLOWING CATEGORIES?

[illegible]

THE FOLLOWING IS A LIST OF IDENTIFIABLE RECOMMENDED CHANGES

ITEM 16A,	LENGTH
NO. OF PEOPLE	RECOMMENDED CHANGE
1	5 DAYS
4	7 DAYS
3	2 WEEKS
2	10 DAYS
1	3 WEEKS
1	30 DAYS
3	DEPENDS ON THE PROBLEM
10	SHOULD BE LONGER
3	SHOULD STAY UNTIL THE PROBLEM IS SOLVED

ITEM 16B,	FOI
NO. OF PEOPLE	RECOMMENDED CHANGE
7	CLOSE UP
2	MORE DISCIPLINE
1	MORE BT SUBJECT
1	4 HOURS OC, 2 HOURS FT, 2 HOURS MCC C
2	SHOULD FOLLOW GUIDELINES RELATED WITH BT
1	LESS MOVIES

ITEM 16C,	TRAINING SCHEDULE
NO. OF PEOPLE	RECOMMENDED CHANGE
1	MORE PROFESSIONAL COUNSELING
1	MORE FT
2	LONGER
2	SHOULD BE IN MORE DEPTH

ITEM 16 D,	METHODS OF DEALING WITH TRAINEES
NO. OF PEOPLE	RECOMMENDED CHANGE
10	MAKE IT MORE CHALLENGING BUT FAIR
1	ELIMINATE DISCUSSION SESSIONS
2	GO BACK TO STC
1	SHOULD BE FIRM

ITEM 16E,	MAU RELATIONSHIPS AND DEALINGS WITH YOU OR YOUR UNIT
NO. OF PEOPLE	RECOMMENDED CHANGE
1	POOR RELATIONSHIP, SHOULD IMPROVE

ITEM 16F,	TIMES AT WHICH THE UNIT WILL ACCEPT TRAINEES
NO. OF PEOPLE	RECOMMENDED CHANGE
4	ACCEPT TRAINEES ON WEEKENDS
3	ACCEPT TRAINEES MON, -SAT,
3	ACCEPT AT ANY TIME

ITEM NO. 17

WHAT ARE TWO OR THREE OF THE BEST FEATURES OF THE MAU

THERE ARE 81 PARTICIPANTS WHO RESPONDED TO THIS QUESTION

NO. OF PEOPLE	DESCRIPTION
5	AWAY FROM UNIT
2	PATRIOTIC STANCE
2	SECOND CHANCE
12	PHYSICAL TRAINING
16	EXTENSIVE COUNSELING
7	INDIVIDUAL COUNSELING
4	DISCIPLINE
13	HELPS CHANGE IN MOTIVATION AND ATTITUDE
2	ATMOSPHERE
11	PROBLEM SOLDIERS* PROBLEMS IDENTIFIED
1	24 HOURS SM
4	EVALUATION PROGRAM
11	WILLING TO TAKE TIME
3	CONSTRUCTIVE INSTRUCTION
3	GET PROBLEM TRAINEES AWAY FROM THE GOOD TROOPERS
1	THE WAY TO GET DISCHARGED
1	WITH PEOPLE FROM OTHER UNITS
1	TEAM WORK
1	FOOD

ITEM NO. 18

WHAT ARE TWO OR THREE OF THE WORST FEATURES OF THE MAU

THERE ARE 71 PARTICIPANTS WHO RESPONDED TO THIS QUESTION

THE FOLLOWING IS A LIST OF RESPONSES

NO. OF PEOPLE	DESCRIPTION
3	EVERYTHING
2	TOO MUCH FREE TIME
1	TO MANY UNNECESSARY DUTIES
5	NOT ENOUGH PT
1	THE APPEARANCE OF THE SOLDIER
3	SM NOT LONG ENOUGH FOR EVALUATION
2	RELAXED ENVIRONMENT
2	WONT TAKE TRAINEES WITH PROFILES
3	COUNSELOR'S ABILITY
3	WASTE OF MANPOWER, MONEY AND TIME
2	LENGTH OF TIME
2	INCORRECT EVALUATIONS
6	NO DISCIPLINE
7	TRAINEES SENT BACK TO ORIGINAL UNIT
1	NO END RESULTS
8	TRAINEES COME BACK WITH THE SAME ATTITUDE
3	TOO EASY ON TRAINEES
2	FOI
1	FACILITIES BAD

ITEM NO. 19

ADDITIONAL COMMENTS

THERE ARE 33 PARTICIPANTS WHO HAD ADDITIONAL COMMENTS
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	COMMENTS
5	CLOSE IT UP
1	MAU IS USED AS A TICKET PUNCH BEFORE DISCHARGE
5	GO BACK TO STC
6	MAU IS AN OUTSTANDING IDEA, BUT IN REALITY IS A WASTE
2	NOT EFFECTIVE
1	SHOULD ESTABLISH A HOLDOVER UNIT SO THAT NEW TRAINEES
	WILL NOT BE EXPOSED TO THESE
3	KEEP UP THE GOOD WORK
1	ESTABLISH *PENALTY UNIT* TO INSTILL FEAR INTO
	INDIVIDUALS WHO ARE IN FOR A JOY RIDE
1	MAU IS NOTHING MORE THAN A BABYSITTING SERVICE
1	STAFF'S QUALIFICATION

END

APPENDIX F-3

MAU Staff

MILITARY ADJUSTMENT UNIT (MAU) QUESTIONNAIRE RESPONSE SURVEY

QUESTIONNAIRE TO MAU STAFF

THE FOLLOWING LIST SHOWS THE JOB TITLE OF THE SEVEN MAU STAFF MEMEBERS

SERGEANT
 DRILL SERGEANT/COUNSELOR
 SOCIAL SERVICE ASSISTANT
 COUNSELOR (TEAM CHIEF)
 COUNSELOR
 DRILL SERGEANT/COUNSELOR
 COUNSELOR (TEAM CHIEF)

SERVICE TIME DISTRIBUTION AMONG THE PARTICIPANTS

TIME IN MONTH	NO.	PERCENT
< 50	1	0.143 10
50-100	1	0.143 10
100-150	3	0.429 1000
150-200	0	0.000 1
200+	2	0.286 100

SERVICE TIME AS A DRILL SERGEANT IN A TRAINING UNIT

TIME IN MONTH	NO.	PERCENT
< 12	1	0.143 10
12-24	4	0.571 10000
24-36	1	0.143 10
36+	1	0.143 10

TIME ASSIGNED TO MAU

TIME IN MONTH	NO.	PERCENT
< 0	0	0.000 1
0- 6	4	0.571 10000
6-12	2	0.286 100
12-18	0	0.000 1
18+	1	0.143 10

ITEM NO. 1

F-3-2

MAKE A CHECK IN THE APPROPRIATE COLUMN TO INDICATE WHETHER YOU 'AGREE' OR 'DISAGREE' WITH EACH OF THE FOLLOWING STATEMENTS

ITEM 1A: THE MAU IS ONE GOOD WAY TO HELP SALVAGE CERTAIN TYPES OF PROBLEM TRAINEES WHO HAVE POTENTIAL FOR SUCCESS IN THE ARMY

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	7	1.000 10000000
DISAGREE	0	0.000 1
NO RESPONSE	0	0.000 1

7 VALUES

RAW DATA: MEAN 1; STANDARD DEVIATION 0
GROUPED DATA: MEAN 1.5; STANDARD DEVIATION 0

ITEM 1B: THE MAU UNIT IS DOING AN ACCEPTABLE JOB IN ACHIEVING THAT GOAL.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	6	0.857 10000000
DISAGREE	0	0.000 1
NO RESPONSE	1	0.143 10

7 VALUES

RAW DATA: MEAN 1.285714286; STANDARD DEVIATION 0.6998542122
GROUPED DATA: MEAN 1.785714286; STANDARD DEVIATION 0.6998542122

ITEM 1C: THE MAU HAS AN ADEQUATE NUMBER OF PERSONNEL ALLOCATED.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	2	0.286 100
DISAGREE	5	0.714 100000
NO RESPONSE	0	0.000 1

7 VALUES

RAW DATA: MEAN 1.714285714; STANDARD DEVIATION 0.4517539515
GROUPED DATA: MEAN 2.214285714; STANDARD DEVIATION 0.4517539515

ITEM 1D: THE MAU HAS AN ADEQUATE NUMBER OF PERSONNEL ASSIGNED.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	2	0.286 100
DISAGREE	5	0.714 100000
NO RESPONSE	0	0.000 1

7 VALUES

RAW DATA: MEAN 1.714285714; STANDARD DEVIATION 0.4517539515
 GROUPED DATA: MEAN 2.214285714; STANDARD DEVIATION 0.4517539515

ITEM 1E: THE MAU HAS THE CORRECT TYPE OF PERSONNEL AUTHORIZED.

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
AGREE	7	1.000 1000000
DISAGREE	0	0.000 1
NO RESPONSE	0	0.000 1

7 VALUES

RAW DATA: MEAN 1; STANDARD DEVIATION 0
 GROUPED DATA: MEAN 1.5; STANDARD DEVIATION 0

ITEM NO. 2

IN THE COLUMN HEADED 'DESIRABLE', CHECK THE ATTITUDES THAT YOU BELIEVE TRAINING UNIT COMMANDERS AND DRILL SERGEANTS SHOULD HAVE TOWARD THE MAU

IN THE 'PRESENT' COLUMN, CHECK THE ATTITUDES YOU BELIEVE TRAINING UNIT COMMANDERS AND DRILL SERGEANTS NOW HAVE TOWARD THE MAU.

ITEM 2A: USE ASSIGNMENT TO THE MAU AS A HAMMER TO GET TRAINEES TO TURN AROUND (WITHOUT NECESSARILY HAVING TO ACTUALLY MAKE THE ASSIGNMENT)

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	1	0.043 10
PRESENT	7	0.304 10000000
NO RESP	0	0.000 1

ITEM 2B: USE AS A POSITIVE STEP FOR PROVIDING HELP TRAINEES NEED
THAT THE UNIT CANNOT PROVIDE BECAUSE OF LACK OF TIME OR
SPECIAL SKILLS

F-3-4

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	7	0.304 10000000
PRESENT	4	0.174 10000
NO RESP	0	0.000 1

ITEM 2C: A STEP TOWARD DISCHARGE FOR THOSE UNFIT FOR MILITARY SERVICE

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	2	0.087 100
PRESENT	7	0.304 10000000
NO RESP	0	0.000 1

ITEM 2D: A WAY TO GET UNDESIRABLE TRAINEES OUT OF THE UNIT SO
THEY WON'T ADVERSELY INFLUENCE OTHER TRAINEES

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	2	0.087 100
PRESENT	7	0.304 10000000
NO RESP	0	0.000 1

ITEM 2E: A PLACE TO SEND TRAINEES AWAITING ADMINISTRATIVE ACTION
(DISCHARGE, ASSIGNMENT, CLEARANCE, ETC.)

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	1	0.043 10
PRESENT	7	0.304 10000000
NO RESP	0	0.000 1

ITEM 2F: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	0	0.000 1
PRESENT	0	0.000 1
NO RESP	7	0.304 10000000

ITEM NO. 3

F-3-5

CHECK 'DESIRABLE' FOR THE ATTITUDES YOU BELIEVE TRAINEES IN THE TRAINING UNIT SHOULD HAVE TOWARD THE MAU.

CHECK 'PRESENT' FOR THE ATTITUDES THEY NOW HAVE TOWARD THE MAU.

ITEM 3A: SOMETHING TO AVOID (TOUGH DUTY)

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	0	0.000 1
PRESENT	3	0.130 1000
NO RESP	4	0.174 10000

ITEM 3B: A PLACE TO GO TO GET HELP

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	6	0.261 1000000
PRESENT	3	0.130 1000
NO RESP	1	0.043 10

ITEM 3C: A STEP ON THE WAY TO GETTING OUT OF ARMY

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	0	0.000 1
PRESENT	6	0.261 1000000
NO RESP	1	0.043 10

ITEM 3D: A PLACE TO GO TO GET AWAY FROM PROBLEMS IN THE UNIT AND CLEAR HEAD

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	4	0.174 10000
PRESENT	3	0.130 1000
NO RESP	2	0.087 100

ITEM 3F: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
DESIRABLE	0	0.000 1
PRESENT	0	0.000 1
NO RESP	7	0.304 10000000

ITEM NO. 4

F-3-6

IN YOUR EXPERIENCE, WHAT PERCENTAGE OF TRAINEES ASSIGNED TO THE MAU FALL INTO EACH OF THE FOLLOWING CATEGORIES?

ITEM 4A: DIFFICULTY MAKING ADJUSTMENT FROM PREVIOUS ENVIRONMENT TO THE ARMY

PERCENTAGE	NO.	PERCENTAGE
< 5.00	0	0.000 I
5.00-15.00	1	0.143 IO
15.00-25.00	1	0.143 IO
25.00-35.00	0	0.000 I
35.00-45.00	2	0.286 IOO
45.00-55.00	2	0.286 IOO
55.00+	1	0.143 IO

ITEM 4B: STREET-WISE, BELLIGERENT ATTITUDE

PERCENTAGE	NO.	PERCENTAGE
< 5.00	1	0.143 IO
5.00-15.00	0	0.000 I
15.00-25.00	5	0.714 IOOOOO
25.00-35.00	0	0.000 I
35.00-45.00	0	0.000 I
45.00-55.00	1	0.143 IO
55.00+	0	0.000 I

ITEM 4C: PERSONAL/EMOTIONAL PROBLEMS

PERCENTAGE	NO.	PERCENTAGE
< 5.00	0	0.000 I
5.00-15.00	3	0.429 IOOO
15.00-25.00	2	0.286 IOO
25.00-35.00	0	0.000 I
35.00-45.00	2	0.286 IOO
45.00-55.00	0	0.000 I
55.00+	0	0.000 I

ITEM 4D: OFFENDERS OF ARMY, UNIT AND/OR DRILL SERGEANT RULES OF CONDUCT OR PERFORMANCE

PERCENTAGE	NO.	PERCENTAGE
< 5.00	2	0.286 IOO
5.00-15.00	0	0.000 I
15.00-25.00	1	0.143 IO
25.00-35.00	1	0.143 IO
35.00-45.00	2	0.286 IOO
45.00-55.00	1	0.143 IO
55.00+	0	0.000 I

ITEM 4E: OTHERS

PERCENTAGE	NO.	PERCENTAGE
< 5.00	5	0.714 IOOOOO
5.00-15.00	0	0.000 I
15.00-25.00	0	0.000 I
25.00-35.00	1	0.143 IO
35.00-45.00	1	0.143 IO
45.00-55.00	0	0.000 I
55.00+	0	0.000 I

ITEM NO. 5

F-3-7

HOW GOOD A JOB DO YOU FEEL THE MAU DOES IN SOLVING THE PROBLEMS
OF TRAINEES IN EACH CATEGORY?

ITEM 5A: ADJUSTMENT PROBLEMS

THE DISTRIBUTION OF RESPONSES

TYPE		NO.	PERCENTAGE
		0	0.000 1
POOR	1	0	0.000 1
	2	0	0.000 1
	3	1	0.143 10
	4	1	0.143 10
	5	4	0.571 10000
V.GOOD	6	1	0.143 10
NO RESP		0	0.000 1

ITEM 5B: STREET-WISE, BELLIGERENT

THE DISTRIBUTION OF RESPONSES

TYPE		NO.	PERCENTAGE
		0	0.000 1
POOR	1	1	0.143 10
	2	1	0.143 10
	3	3	0.429 1000
	4	1	0.143 10
	5	1	0.143 10
V.GOOD	6	0	0.000 1
NO RESP		0	0.000 1

ITEM 5C: PERSONAL/EMOTIONAL PROBLEMS

THE DISTRIBUTION OF RESPONSES

TYPE		NO.	PERCENTAGE
		0	0.000 1
POOR	1	0	0.000 1
	2	0	0.000 1
	3	1	0.143 10
	4	4	0.571 10000
	5	2	0.286 100
V.GOOD	6	0	0.000 1
NO RESP		0	0.000 1

ITEM 5D: OFFENDERS OF RULES

F-3-8

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
POOR 1	0	0.000 1
2	0	0.000 1
3	1	0.143 10
4	2	0.286 100
5	3	0.429 1000
V. GOOD 6	1	0.143 10
NO RESP	0	0.000 1

ITEM 5E: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
POOR 1	0	0.000 1
2	0	0.000 1
3	0	0.000 1
4	0	0.000 1
5	0	0.000 1
V. GOOD 6	0	0.000 1
NO RESP	7	1.000 10000000

ITEM NO. 6

WHAT FEATURE OR COMPONENT OF THE MAU PROGRAM IS MOST EFFECTIVE IN HELPING TRAINEES WITH THE FOLLOWING PROBLEMS?

PROBLEM	NO. OF RESPONSES
ADJUSTMENT PROBLEM	5
STREET-WISE, BELLIGERENT	4
PERSONAL/EMOTIONAL PROBLEMS	5
RULE OFFENDERS	5
OTHER	0

ITEM NO. 7

F-3-9

HOW OFTEN DO YOU GET TRAINEES ASSIGNED TO THE MAU FOR THE FOLLOWING REASONS?

ITEM 7A: LEARNING DIFFICULTIES

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
FREQUENTLY	6	0.857 1000000
SOMETIMES	1	0.143 10
SELDOM	0	0.000 1
NEVER	0	0.000 1
NO RESPONSE	0	0.000 1

ITEM 7B: LANGUAGE PROBLEMS

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
FREQUENTLY	0	0.000 1
SOMETIMES	1	0.143 10
SELDOM	6	0.857 1000000
NEVER	0	0.000 1
NO RESPONSE	0	0.000 1

ITEM 7C: POOR PHYSICAL CONDITIONING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
FREQUENTLY	7	1.000 10000000
SOMETIMES	0	0.000 1
SELDOM	0	0.000 1
NEVER	0	0.000 1
NO RESPONSE	0	0.000 1

ITEM 7D: ADMINISTRATIVE REASONS (AWAITING ASSIGNMENT, ETC.)

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
FREQUENTLY	1	0.143 10
SOMETIMES	4	0.571 10000
SELDOM	0	0.000 1
NEVER	0	0.000 1
NO RESPONSE	2	0.286 100

ITEM NO. 8

F-3-10

DOES THE TRAINEE CASELOAD OF THE MAU INCREASE OR DECREASE AT ANY OF THE FOLLOWING TIMES?

ITEM 8A: AROUND HOLIDAYS

THE DISTRIBUTION OF RESPONSES		
TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	3	0.429 1000
DECREASE	1	0.143 10
NO RESPONSE	3	0.429 1000

ITEM 8B: DURING SUMMER SEASONS

THE DISTRIBUTION OF RESPONSES		
TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	6	0.857 1000000
DECREASE	0	0.000 1
NO RESPONSE	1	0.143 10

ITEM 8C: DURING WINTER SEASONS

THE DISTRIBUTION OF RESPONSES		
TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	0	0.000 1
DECREASE	3	0.429 1000
NO RESPONSE	4	0.571 10000

ITEM 8C: WHEN TRAINING UNITS ARE BEGINNING A CYCLE:

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	6	0.857 1000000
DECREASE	0	0.000 1
NO RESPONSE	1	0.143 10

ITEM 8C: WHEN TRAINING UNITS ARE NEARING THE END OF A CYCLE

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	1	0.143 10
DECREASE	4	0.571 10000
NO RESPONSE	2	0.286 100

ITEM 8D: AT SPECIAL TIMES OF THE TRAINING CYCLE,

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	4	0.571 10000
DECREASE	1	0.143 10
NO RESPONSE	2	0.286 100

ITEM 8E: OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
INCREASE	0	0.000 1
DECREASE	0	0.000 1
NO RESPONSE	7	1.000 10000000

ITEM NO. 9

F-3-12

DOES YOUR MAU SEEM TO GET MORE TRAINEES FROM SOME UNITS THAN OTHER?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	5	0.714 100000
NO	0	0.000 1
NO RESP	2	0.286 100

IF YES, WHAT DO YOU BELIEVE THE REASONS TO BE?

INEXPERIENCED CADRE IN SOME TRAINING UNITS
PUNCH OUT FOR A DISCHARGE
MISUNDERSTANDING OF MAU
COMMANDER'S INFLUENCE
SOME UNITS USE THE FACILITY MORE TO HELP

ITEM NO. 10

IN YOUR OPINION, WHEN SHOULD THE TRAINING UNIT ASSIGN THE TRAINEE TO THE MAU

ITEM A: EARLIER THAN THEY DO, WHEN THE PROBLEM MIGHT BE EASIER TO RESOLVE

ITEM B: LATER, AFTER THEY'VE TRIED A LITTLE HARDER TO SOLVE THE PROBLEM THEMSELVES

ITEM C: IT VARIES DEPENDING ON THE PROBLEM

ITEM D: ABOUT WHEN THEY DO

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM A	0	0.000 1
ITEM B	3	0.429 1000
ITEM C	2	0.286 100
ITEM D	0	0.000 1
NO RESP	2	0.286 100

ITEM NO. 11

F-3-13

HOW OFTEN ARE THE PROBLEMS ATTRIBUTED TO TRAINEES BY THE REFERRING UNIT IN AGREEMENT WITH THE DIAGNOSIS OF THE MAU?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
MOST TIME	0	0.000 1
OFTEN	2	0.286 100
SOMETIMES	4	0.571 10000
NOT OFTEN	0	0.000 1
SELDOM	0	0.000 1
NO RESPONSE	1	0.143 10

ITEM NO. 12

IF YOU THINK THE TRAINING UNITS' DIAGNOSIS IS LESS ACCURATE THAN IT MIGHT BE, WHAT DO YOU THINK SHOULD BE DONE ABOUT IT?

ITEM A: PROVIDE BETTER WRITTEN GUIDELINES FOR DIAGNOSIS

ITEM B: TRAIN CAPRE TO MAKE BETTER DIAGNOSIS

ITEM C: REQUIRE MORE THOROUGH, ACCURATE DOCUMENTATION OF THE PROBLEM

ITEM D: NOTHING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM A	2	0.286 100
ITEM B	2	0.286 100
ITEM C	1	0.143 10
ITEM D	1	0.143 10
NO RESP	1	0.143 10

ITEM NO. 13

F-3-14

DO YOU BELIEVE THE MAU SHOULD GET FEEDBACK FROM THE TRAINING UNIT
ABOUT SUCCESSES AND FURTHER PROBLEMS EXPERIENCED BY THE TRAINEES
THAT ARE RETURNED TO TRAINING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	6	0.857 1000000
NO	1	0.143 10
NO RESP	0	0.000 1

IF YES DO YOU GET THE INFORMATION YOU NEED?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	2	0.286 100
NO	1	0.143 10
NO RESP	4	0.571 10000

IF NO, WHAT KIND OF INFORMATION WOULD YOU LIKE?

RECYCLES
DISCHARGE
TOTAL PROGRESS

ITEM NO. 14

DO YOU BELIEVE THAT THE TRAINING UNIT AND PERSONNEL USUALLY AGREE WITH THE MAU'S:

ITEM 14 A: EVALUATION OF TRAINEES

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	3	0.429 1000
NO	4	0.571 10000
NO RESP	0	0.000 1

ITEM 14B: RECOMMENDATION TO DISCHARGE OR CONTINUE TRAINING

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	2	0.286 100
NO	3	0.429 1000
NO RESP	2	0.286 100

ITEM NO. 15

DOES THE MAU RECOMMEND TO THE TRAINING UNIT HOW TO BEST FOLLOW-UP AND ASSIST THE TRAINEES RETURNED TO TRAINING?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	6	0.857 1000000
NO	0	0.000 1
NO RESP	1	0.143 10

IF NO, SHOULD SUCH RECOMMENDATIONS BE PROVIDED?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	0	0.000 1
NO	0	0.000 1
NO RESP	7	1.000 10000000

ITEM NO. 16

WHICH, IF ANY, OF THE FOLLOWING FACTORS CAUSE THE MAU'S ACCOMPLISHMENTS WITH TRAINEES TO BE 'UNDONE' WHEN THE TRAINEE IS RETURNED TO THE UNIT?

ITEM A: LACK OF TIME TO HELP THE TRAINEE

ITEM B: LACK OF TRAINING/SKILL

ITEM C: LACK OF DESIRE TO HELP THE TRAINEE

ITEM D: BIAS OF PERSONNEL TOWARD TRAINEES RETURNED FROM THE MAU

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM A	1	0.143 10
ITEM B	0	0.000 1
ITEM C	0	0.000 1
ITEM D	4	0.571 10000
NO RESP	2	0.286 100

ITEM NO. 17

ASSUMING THAT A MAU GRADUATE DOES NOT NEED TO BE RECYCLED BECAUSE OF TRAINING MISSED, WHICH COURSE OF ACTION DO YOU BELIEVE SHOULD BE TAKEN?

ITEM A: ALWAYS ASSIGN THE TRAINEE TO A NEW DRILL SERGEANT OR UNIT

ITEM B: RETURN THE TRAINEE TO THE SAME UNIT/DRILL SERGEANT

ITEM C: EITHER OF THE ABOVE ACCORDING TO THE SITUATION AND TRAINEE

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
ITEM A	0	0.000 1
ITEM B	1	0.143 10
ITEM C	6	0.857 1000000
NO RESP	0	0.000 1

ITEM NO. 18

F-3-17

WHAT CHANGES/IMPROVEMENTS IN THE FOLLOWING CATEGORIES WOULD YOU RECOMMEND TO HELP THE MAU BETTER ACHIEVE ITS MISSION?

ITEM A: LENGTH OF THE COURSE
 ITEM B: FOI SUBJECTS
 ITEM C: TIME ALLOCATED TO SUBJECTS
 ITEM D: METHOD/PROCEDURES OF DIAGNOSING TRAINEE PROBLEMS
 ITEM E: METHODS OF TREATING TRAINEES
 ITEM F: INDIVIDUALIZATION TO MEET TRAINEE NEEDS/PROBLEMS
 ITEM G: TRAINING MATERIALS
 ITEM H: RELATIONS WITH TRAINING UNIT

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM A	2	0.087 100
ITEM B	2	0.087 100
ITEM C	0	0.000 1
ITEM D	0	0.000 1
ITEM E	0	0.000 1
ITEM F	0	0.000 1
ITEM G	1	0.043 10
ITEM H	4	0.174 10000

ITEM NO. 19

HOW DID YOU GET YOUR ASSIGNMENT TO THE MAU?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
VOLUNTEERED	4	0.571 10000
ASSIGNED	3	0.429 1000
NO RESPONSE	0	0.000 1

7 VALUES

RAW DATA: MEAN 1.428571429; STANDARD DEVIATION 0.4948716593
 GROUPED DATA: MEAN 1.928571429; STANDARD DEVIATION 0.4948716593

ITEM NO. 20

IF YOU HAD A CHOICE, WOULD YOU PREFER ANOTHER ASSIGNMENT FOR WHICH YOU ARE QUALIFIED?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	1	0.143 10
NO	5	0.714 100000
NO RESP	1	0.143 10

ITEM NO. 21

WERE YOU PROVIDED ANY SPECIAL TRAINING TO PREPARE YOU FOR THE MAU ASSIGNMENT?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	3	0.429 1000
NO	3	0.429 1000
NO RESP	1	0.143 10

ITEM NO. 22

IS THERE ANY SPECIAL TRAINING THAT YOU NEEDED BUT DIDN'T GET TO PREPARE YOU FOR THE MAU ASSIGNMENT?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	0	0.000 1
NO	7	1.000 10000000
NO RESP	0	0.000 1

ITEM NO. 23

DO ALL MAU PERSONNEL IN YOUR CLASSIFICATION PERFORM BASICALLY THE SAME TASKS?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000 1
YES	4	0.571 10000
NO	1	0.143 10
NO RESP	2	0.286 100

IF YES, IS THERE A NEED, IN YOUR OPINION, FOR SPECIALIZATION?

TIME IN THE BT UNIT

ADDITIONAL COMMENTS;

FOLLOWING ARE COMMENTS LISTED BY ITEMS

ITEM 1

MAU SHOULD BE REQUIRED TO HAVE A MINIMUM OF ONE FEMALE
STAFF MEMBER.

ITEM 2

IN ACTUALITY, BOTH ATTITUDES ARE PRESENT ON DIFFERENT
UNITS, JUST DEPENDS ON EXPENDITURE WITH MAU.

MAU IS USED FOR PERSONNEL THAT HAVE POTENTIAL TO
BECOME A GOOD SOLDIER.

MAU IS USED AS A PLACE TO GET THE TICKET PUNCH FOR
DISCHARGE.

ITEM 3

MAU IS A PLACE TO FIND THAT PROBLEMS CAN BE LIVED WITH
AND NOT CONTROL OF INFLUENCE LIFE IN TRAINING.

ITEM 4

.40 OF THEM JUST WANT OUT.

.25 REQUESTED DISCHARGE.

WE DO NOT SOLVE PROBLEMS. WE TEACH THEM HOW TO SOLVE
AND CONTROL PROBLEMS.

ITEM 8

BRM SUPER BOWL

ITEM 10

NOT TO SEND AN INDIVIDUAL DURING BRM RIVOUIC OR PT FINALS

ITEM 11

OFTEN TIMES GO OVERBOARD ON REFERRAL

ITEM 12

UNITS JUST WANT TO INSURE SM IS HELPED
CADRE HAS TRAINING, DO NOT USE IT.

ITEM 18D: METHODS/PROCEDURES OF DIAGNOSING TRAINEE PROB

RECOMMENDATION:

TO USE THE MAU FOR ITS INTENDED PURPOSES;
TRYING TO HELP SM'S HAVING PROBLEMS

ITEM 18G: TRAINING MATERIALS

RECOMMENDATION:

FILMS SHOULD HAVE MORE MODERN SETTINGS FOR YOUNG
SOLDIERS TO IDENTIFY

ITEM 24 : ADDITIONAL COMMENTS

ALL OF US PARTICIPATE IN COUNSELING, BUT EACH
OF US HAS OUR OWN METHODS THAT WE USE TO
COMMUNICATE WITH THE SM.

PERFORMING EFFECTIVELY

MAU IS USED AS A TICKET PUNCH IN ORDER TO SEND
FOLKS HOME.

END

APPENDIX F-4

MAU Trainees

F-4-2

FIRST TIME: WEEKS OF TRAINING

WEEK	NO.	PERCENTAGE	
1	6	0.062	1000000
1-2	22	0.227	1000000000000000000000000
2-3	19	0.196	100000000000000000000000
3-4	18	0.186	100000000000000000000000
4-5	15	0.155	10000000000000000000000
5-6	12	0.124	10000000000000000000000
6-7	4	0.041	10000
7-8	0	0.000	1
8-9	1	0.010	10
9+	0	0.000	1

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RAW DATA:      MEAN 2.742268041;      STANDARD DEVIATION 1.694614578
GROUPED DATA:  MEAN 3.242268041;      STANDARD DEVIATION 1.694614578

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WEEK		ID.	PERCENTAGE	
<1	93	0.959	100	#####
1-2	4	0.041	100	.
2-3	0	0.000	1	
3-4	0	0.000	1	
4-5	0	0.000	1	
5+	0	0.000	1	

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RAW DATA:      MEAN 0.0412371134;    STANDARD DEVIATION 0.19883816
GROUPED DATA: MEAN 0.5412371134;    STANDARD DEVIATION 0.19883816
```

DID SOMEONE TELL YOU WHY YOU WENT TO THE MAU?

[illegible]

F-4-3

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
YES	58	0.598
NO	36	0.371
NO RESP	3	0.031

THERE ARE 89 PARTICIFANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF THEM

NO. OF PEOPLE	PROBLEM
4	NOT ENOUGH COMMUNICATION
24	LACK OF SELF-CONFIDENCE, ATTITUDE
10	DISOBEYING
29	LACK OF MOTIVATION
6	NOT ENOUGH PUSH-UPS
20	ASK FOR A DISCHARGE
3	PROBLEM WITH PT
2	POOR MARCHING

ITEM 7A: AFFRAID
ITEM 7B: GLAD TO GO
ITEM 7C: DIDN'T WANT TO GO
ITEM 7D: DIDN'T CARE ONE WAY OR THE OTHER

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 7A	42	0.190
ITEM 7B	18	0.081
ITEM 7C	50	0.226
ITEM 7D	15	0.068
NO RESP	1	0.005

LIST ANY OTHER FEELINGS YOU HAD

F-4-4

THERE ARE 27 PARTICIPANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF ITEMS:

NO. OF PEOPLE	DESCRIPTION
1	PAID VACATION
1	WASTE OF TIME
1	THEY DON'T LISTEN TO THE REAL PROBLEM

ITEM NO. 8

WHAT DO MOST TRAINEES THINK ABOUT THE MAU?

ITEM 8A: THEY DON'T KNOW ABOUT IT
ITEM 8B: THEY THINK IT IS HARD
ITEM 8C: IF THEY ARE SENT TO THE MAU, THEY EXPECT TO BE HELPED
ITEM 8D: THEY WANT TO GO THERE AND GET DISCHARGED
ITEM 8E: THEY WANT TO GO THERE TO GET AWAY FROM TRAINING
ITEM 8F: THEY WANT TO GO THERE TO GET AWAY FROM THE DRILL SERGEANT
ITEM 8G: DESCRIBE ANY OTHER FEELINGS THEY HAVE BELOW,

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
ITEM 8A	60	0.271
ITEM 8B	49	0.222
ITEM 8C	36	0.163
ITEM 8D	48	0.217
ITEM 8E	25	0.113
ITEM 8F	31	0.140
ITEM 8G	15	0.068
NO RESP	1	0.005

ITEM NO. 9

DID THE MAU HELP YOU IN ANY WAY?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
YES	59	0.608
NO	33	0.340
NO RESP	5	0.052

ITEM NO. 10

EXPLAIN HOW THE MAU HELPED YOU, IF IT DID.

THERE ARE 61 PARTICIPANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF ITEMS:

NO. OF PEOPLE	DESCRIPTION
26	HELP MOTIVATION AND UNDERSTANDING
2	MADE ME WANT TO GET OUT OF ARMY
2	KNOW MORE ABOUT ARMY
14	SELF-CONFIDENCE, CHANGE ATTITUDE
3	PUSH-UPS IMPROVED
1	TALK SESSION
3	DID NOT HELP AT ALL
3	PT IMPROVED
1	MARCHING IMPROVED

ITEM NO. 11

WHAT WERE YOU TOLD ABOUT THE MAU?

ITEM 11A: IT IS THE LAST CHANCE BEFORE DISCHARGE

ITEM 11B: IT IS A KIND OF JAIL

ITEM 11C: IT IS A PLACE TO GET SPECIAL HELP

ITEM 11D: I WAS NOT TOLD ABOUT THE MAU

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
ITEM 11A	21	0.216
ITEM 11B	17	0.175
ITEM 11C	49	0.505
ITEM 11D	8	0.082
NO RESP	2	0.021

ITEM NO. 12

DO YOU THINK TRAINEES SHOULD ASK TO GO TO THE MAU
IF THEY HAVE PROBL S THEY NEED HELP WITH?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
YES	74	0.763
NO	17	0.175
NO RESP	6	0.062

ITEM NO. 13

F-4-6

DO YOU THINK THE MAU CAN HELP YOU IN WAYS YOUR DRILL SERGEANT CAN'T?

THE DISTRIBUTION OF RESPONSES

TYPE	NO.	PERCENTAGE
	0	0.000
YES	73	0.753
NO	20	0.206
NO RESP	4	0.041

ITEM NO. 14

WHAT WAS THE ONE BEST THING ABOUT THE MAU?

THERE ARE 84 PARTICIPANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	DESCRIPTION
11	FT
8	COUNSELING
5	ATMOSPHERE
4	BREAKS
7	WATCHING THE FILMS
8	FOOD
3	MARCHING
3	CLASSES
7	DRILL SERGEANTS IN CHARGE
8	GIVES TIME FOR US TO THINK
1	VICTORY LANE
1	SLEEP LESS
3	NOTHING

ITEM NO. 15

WHAT WAS THE ONE WORST THING ABOUT THE MAU?

THERE ARE 81 PARTICIPANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	DESCRIPTION
3	EVERYTHING
1	BORING
1	PATROL DUTIES
14	FORMATION FOR LUNCH, BREAKFAST, DINNER
1	STUDENTS PUTTING DOWN EACH OTHER
2	THE CLASSES
1	THE OBSTACLE COURSE
1	PUSH-UPS
13	PT
1	THE LATRINES
1	GUARD WATCH
2	WATCHING FILM ALL DAY
2	COUNSELORS/SERGEANTS
1	HEAT
2	DETAILS
2	MARCHING
1	NOT ENOUGH TIME FOR CLEANING UP
1	COLD SHOWERS

ITEM NO. 16

IF A FRIEND OF YOURS MIGHT HAVE TO GO THE MAU,
WHAT WOULD YOU TELL HIM OR HER?

THERE ARE 92 PARTICIPANTS WHO RESPONDED
THE FOLLOWING IS A LIST OF ITEMS

NO. OF PEOPLE	DESCRIPTION
5	NOT TOO GOOD A PLACE, A JAIL
35	GOOD AND HELPFUL
3	GOOD PLACE TO SOLVE MENTAL PROBLEM
1	MOTIVATE YOURSELF
4	YOU'LL ENJOY THE FOOD
28	STAY COOL AND LISTEN GOOD

END